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ABSTRACT

This handbook provides an introduction to school-age child care for North Carolina public schools, an annotated bibliography on school-age child care, and information on before- and after-school child care programs in public schools. The introductory Section I focuses on the need for school-age child care and the public school's role in providing it. Section II covers initial steps in starting a program. Section III extensively discusses program planning and early implementation, dealing with philosophy and goals, types of programs, operational policies, financial management, start-up and long-range budgets, insurance, site selection, publicity and recruitment, enrollment, personnel, child health and safety policies, social and emotional aspects of programs, program activities, programming for young adolescents, space design and equipment, scheduling, and working with parents. Section IV concerns ongoing program and improvement evaluations. Section V provides a chart detailing characteristics of programs in North Carolina, and briefly reports findings of a survey of before- and after-school programs operated by school districts. Section VI consists of the 73-item annotated bibliography; citations are listed under the headings of: (1) latchkey children; (2) administration and programming; (3) school-age child development; (4) activities; (5) staff development; (6) audiovisual resources. Six journals/newsletters and 17 resource addresses are also listed. Appended are samples of program support products, such as a sample needs assessment and a statement of goals. (RH)

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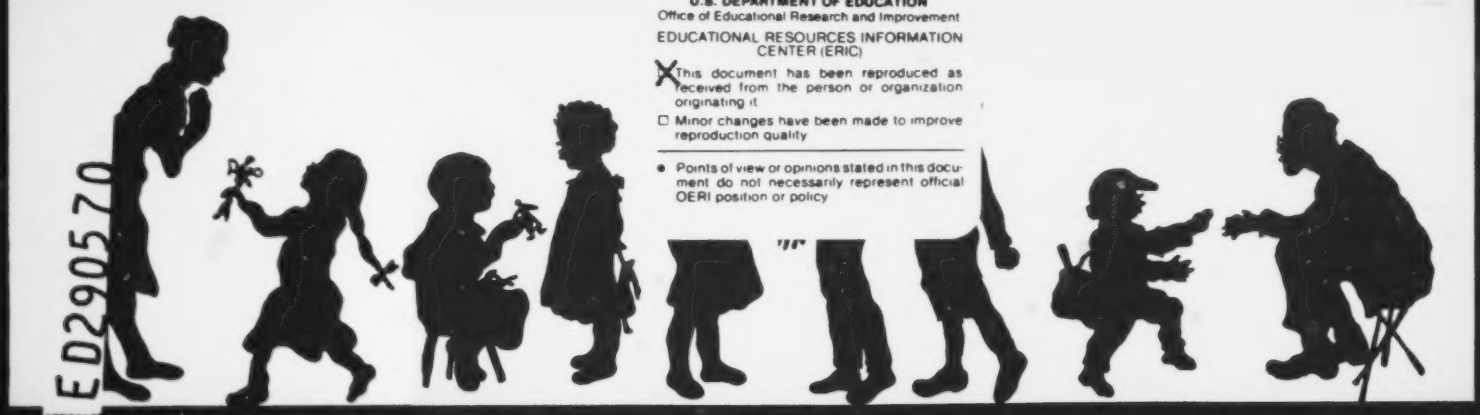

School-Age Child Care

A Handbook For North Carolina Public Schools

PS 017126

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North Carolina Department of Public Instruction

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SCHOOL-AGE CHILD CARE:
A HANDBOOK FOR NORTH CAROLINA PUBLIC SCHOOLS

by

Linda DuMont
Debby Cryer
Pamela Rolandelli
Richard M. Clifford

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Asheville City Schools

Buncombe County Schools

Burke County Schools

Cabarrus County Schools

Camden County Schools

Catawba County Schools

Chapel Hill/Carrboro City Schools

Charlotte/Mecklenburg Schools

Cherokee Extension-Swain County

Haywood County Schools

Henderson County Schools

Hendersonville City Schools

Jackson County Schools

Newton-Conover City Schools

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INTRODUCTION

The Need for School-Age Child Care

The Public School's Role

Introduction

This handbook provides an introduction to school-age child care for North Carolina public schools. The information included in the handbook will help you explore the possibilities for beginning a new program or upgrading an established one in your local education agency. In this book, basic information is given on planning and implementing programs.

In a handbook of this type, it would be impossible to include all the detailed information needed to completely develop a program. Therefore, it is suggested that you follow up on areas of interest. For this purpose, an annotated bibliography has been provided that gives a range of excellent resource materials for those readers who require more in depth information.

This handbook also includes information on existing before/after school child care programs in the public schools which was collected in a statewide survey of North Carolina local education agencies (LEAs) during the summer of 1987. LEA's offering various school-age child care services are listed so that individuals seeking information on a specific topic can contact people with experience in that area.

The Need for School-Age Child Care

In recent years, concern for the well-being of school-age children during the hours before and after school has increased. This is due, mainly, to a dramatic increase in mothers working outside the home which, in turn, has produced a nation-wide need for school-age child care to serve eight million children.(Bruno, 1987)

In North Carolina, we have a higher percentage of working mothers than in most states, thus more of our children need out of home care. A recent study of children being registered for kindergarten (Clifford, R., 1987) found that almost 64% of the children surveyed had mothers who were working outside the home. Almost half of these mothers were working full-time. This indicates an enormous need for school-age child care, which at present is only partially met by children's relatives, day care centers, family day care homes, churches, YMCA's, YWCA's and other insitutions, including the public schools.

In the United States, more than half a million children under 13 years of age are totally unsupervised during the before school hour; 2.1 million are unsupervised after school (Bruno, 1987). Many children are cared for by

older siblings who are not really ready to take on child care responsibilities and actually need supervision themselves.

North Carolina has its fair share of unsupervised or "latchkey" children. Information collected in a 1984 Charlotte study (Latchkey Study Task Force, 1984) found that 35% of a sample population of parents reported having latchkey children aged 5 to 14 years.

We see these children unsupervised on our school playgrounds, in our public libraries, shopping malls, and "hanging around" on the streets. Many children must go home to empty homes, lock themselves in and remain "prisoners" in their homes until parents return from work.

Many creative programs have tried to soften the lack of supervision during non-school hours. In some areas, telephone hot-lines have been established for latchkey children who need adult reassurance or advice. There are video programs and books designed to help children deal with their hours alone.

Some children even enjoy the feeling of being independent and responsible for themselves. This sense of well-being can be short-lived, however. Some hospitals are reporting a higher incidence of injuries among children who are unsupervised during the non-school hours. Parents and children may seem satisfied with an unsupervised situation, but only until something negative happens.

For other children and their families, the unsupervised hours out of school are a continual cause of concern. Parents at work are distracted until they receive phone calls from their children to say they have reached home safely. Many children report being lonely or frightened when unsupervised. Children do not possess adult judgement and therefore put themselves in unsafe, sometimes life-threatening situations. This applies not only to early elementary school-aged children who take risks because they do not fully understand danger, but also to students in the upper elementary and junior high school grades who too often take risks for the thrill and excitement they get.

There is no doubt that available, accessible, quality school-age child care is a positive answer to the many problems posed by latchkey situations. In many cases the public schools have found that they are able to provide an obvious alternative to self-care for the students and families they serve.

The Public School's Role

Although public schools are not the only option for the provision of before and after school child care, they are one of the most natural and convenient. There are many advantages to public school child care programs. In reviewing your own situation you will find that some of these advantages will apply to your situation and you may also be able to add others.

- School-age child care programs in the public schools allow positive community use of school facilities, as provided for in the Community Schools Act of 1977. This, in turn, helps parents see that the schools are reaching out to the community so they are more likely to give support to the schools as volunteers and taxpayers.

- School furnishings and equipment which meet school-age children's needs are available. Furniture is child-sized for the age group being served, play equipment is usually challenging and appropriate.

- Transportation problems can be minimized. Many children are able to attend a program at their own school and require no transportation between school and child care. For the youngest of school-age children this removes parents' concerns about the possibility of their child getting lost. If transportation is needed, children can be transported to centrally located programs using transportation already available in the schools.

- Costs of the program can be minimized when some or all of building and utilities costs are provided by the public schools.

- In many cases, parents, teachers and child care staff have increased opportunities to work together to provide continuity of experience for children. For example, homework assignments can be followed up during after school care and teachers and caregivers can discuss and solve problems that children are having.

- Public school programs often provide an opportunity for newly certified teachers to try out their skills and gain experience before moving on to a full-time teaching position.

- Many parents trust the schools to care for their children. They are accustomed to having the schools meet the needs of their children during the regular school day, so an extended day, provided by the schools, seems natural to them.

STARTING A PROGRAM: INITIAL STEPS

Initial Steps

The Needs Assessment

Administrative Responsibility

Licensing/Accreditation

Initial Steps

Many of the decisions that relate to starting a school-age child care program will be on-going and will require constant revision as the program takes shape. However, there are three steps that can be taken before beginning specific planning which will make the establishment of a school-age child care program proceed more efficiently. These steps include conducting a needs assessment, determining the administrative home for the program and deciding whether the program will apply for licensing and/or accreditation.

The Needs Assessment

Before starting a program it pays to find out whether the program you are considering will be of interest to the community and whether the population you plan to serve will take advantage of the services your program will offer. A needs assessment is the best method for gathering the information you need to address these issues. It is a very important first step in planning a program that the community will use and support.

Although there may be good reasons for thinking that there is a need for a public school before and/or after school child care program in your area, it is difficult to plan a program which is tailored to your community's needs without specific information from the parents of all the children who might be eligible for the program.

Accurate information from a needs assessment can help you plan realistically. The information from a needs assessment may surprise you. For example, you may find that the school which appeared to be most in need of a program showed only a moderate need, while other schools expressed much interest. Or you may find that a large group of parents would use a program planned for young adolescents, when you expected no response from parents of children in this age group.

A needs assessment questionnaire, distributed to all parents of children in every grade, can give you estimates of the types of programs parents want, the ages of children you will best serve, the numbers of children who might attend, the cost that parents believe they might pay for the care and the most necessary times for care.

Besides being useful in the planning stages of a program, information from your survey can be used to help build support for the program from the local school board and the other agencies involved, the staff at the site who will have to cooperate with your program, and from other members of the community.

Ideally, a needs assessment survey should be conducted at least six to twelve months before the date you anticipate beginning a program. Then you will have plenty of time to analyze the information you receive, and to plan based on the results you get.

A parent questionnaire should be as concise as possible, easy to read and answer, and designed so that the information collected can be compiled and analyzed quickly. It helps if you can field-test a questionnaire with a few parents to see how it works, and then revise if there are any problems with the items. The content of survey questions will depend on the particular information you need. The following are suggested items to include on a parent survey:

- Number of children in the family, ages, grades and schools attended.

- Ages or grades of the children that parents think will need/use care.

- Do any children needing care have special needs?

- Hours and days that care would be needed.

- Is care needed on holidays/vacations/teacher workdays?

- Preferred location of child care sites.

- Fees for care that parents would consider reasonable/affordable.

- Will parents require financial aid?

- The types of activities that parents think their children would enjoy or profit from. It should be noted that if plans are being made for a program that will serve young adolescents, then the young adolescents, themselves, should be surveyed to get this information.

- Parents names, addresses and phone numbers can be requested if follow-up information will be collected, but may otherwise be unnecessary. A statement should be made that all survey information collected will be kept confidential and that responding to the survey does not, in any way, commit a parent to the child care program.

Samples of needs assessment forms that have been used in North Carolina public schools are included in the Appendix A of this handbook.

Listed in this handbook's bibliography are two books which provide especially helpful information on needs

assessments. They are School-Age Child Care: An Action Manual, by Baden, Genser, Levine and Seligson and The Afterschool Day Care Handbook: How to Start an Afterschool Program for School-Age Children by Hendon, Grace, Adams, and Stroup.

Distribution of the questionnaire and collection of the data should be as streamlined a procedure as possible. Usually, surveys are distributed and collected by classroom staff. The PTA or other volunteers might handle distribution and even, in some cases, initiate the survey process themselves. Occasionally telephone or mail surveys are done, but this is a more expensive method of collecting information.

Besides collecting information through a parent survey, it is also important to talk with representatives of other organizations that work with children. The existing child care community, recreational agencies, social services staff, and other community people who deal with children will all be able to offer valuable insights. They will know a lot about the services presently being offered for school-age children, discuss school-age child care needs, and make suggestions about appropriate programming, site location, costs, and reasonable fees.

Administrative Responsibility

Administrative responsibility for a program should be determined as early in the planning stages as possible. If the decision about who will take overall administrative responsibility for the school-age child care program can be made before the needs assessment is developed, the designated agency can help design the questionnaire. However, if a needs assessment has already been done then the information from the assessment can still be used as a rationale for program development.

There may be several options for assumption of program responsibility in your local education agency that you need to explore. Below are listed some of the options that school systems in North Carolina have used for administration of before and after school programs:

- The Community Schools coordinator is responsible for the program and an assistant may be hired to assume that responsibility. In some cases, several local education agencies may choose to have the Community Schools coordinator of one LEA administer programs for all the cooperating LEAs.

- The Community Schools works in partnership with another community agency. The two bodies work out the details of the partnership and determination of duties.

- The program is administered directly by the School Board and the Superintendant. In this case, a coordinator for the program is hired who reports directly to the Superintendant, his or her representative(s), and the School Board.

- The individual school or principal takes primary responsibility for hiring staff, keeping financial records, and maintaining program quality.

- The local education agency contracts with a community agency such as the YMCA, YWCA or a child care organization to provide the program. That agency then assumes the primary responsibility for all aspects of the program.

If it is decided that the local education agency does not want to take any responsibility for a program, then the LEA might consider providing transportation that links schools with existing before/after school child care programs.

Licensing/Accreditation

There are two types of standards for which programs may choose to qualify - licensing and/or accreditation. Presently, neither of these is required for before/after school programs in public schools. However, new programs should consider meeting the standards for both of these options at an early stage. Adherence to the requirements for either of these guarantees a provision of care that meets a specific level of quality and will affect many decisions about policy and programming.

Even if the decision is made not to be licensed or accredited, it is recommended that program heads thoroughly read the standards required for each. These standards will provide guidelines for designing a quality program that best meets the needs of children and their families.

Licensing

The Child Day Care Section, Division of Facility Services, North Carolina Department of Human Services, which licenses child care programs for preschool-age children in

North Carolina, also has the authority to license school-age child care programs. Being licensed verifies that a program meets minimal standards of quality.

There are two levels of licensing. A program which qualifies for an "A" license meets the basic state requirements. A program may voluntarily qualify for an "AA" license, which indicates that the program meets a more stringent set of quality requirements and provides a higher level of care.

To be eligible to receive funds from the Department of Social Services for providing subsidized care, a program must be in compliance with licensing standards, sign a civil rights agreement, provide information on rates, and agree to conditions set in a purchase of care agreement with the Child Day Care Section and the local department of social services. The level of licensing (A or AA) does not determine the amount of reimbursement a program will receive from DSS.

Licensing requirements include sanitation, health and safety, staff/child ratio, group size, equipment and furnishings, nutrition, space, discipline, guidelines for types of activities, communication with parents, as well as staff qualifications, orientation and training.

For more information, contact your local Department of Social Services or the North Carolina Child Day Care Section, at 701 Barbour Drive, Raleigh, NC 27603-2008.

Accreditation

The National Association for the Education of Young Children (NAEYC), the largest early childhood professional organization, with over 52,00 members, offers voluntary accreditation for programs that choose to meet the Academy's Criteria for High Quality Early Childhood Programs.

In applying for accreditation, a program undertakes an extremely thorough self-study which is validated by an outside observer. The validated self-study is submitted to the Academy and accreditation for the program is then considered by a commission of professionals. Meeting the requirements for accreditation is proof that a program is committed to high quality. Many programs that have qualified for accreditation say that the self study process motivates program improvement.

The criteria include areas similar to those covered in the licensing requirements but for many areas, such as adult-

child interactions and appropriate activities, the standards are much more comprehensive. The criteria include specific school-age requirements in addition to those for preschool-age children.

For more information, contact: the National Academy of Early Childhood Programs, 1834 Connecticut Ave.,N.W. Washington, DC 20009-5786.

PLANNING THE PROGRAM AND EARLY IMPLEMENTATION

Philosophy and Goals

Types of Programs

Operational Policies

Financial Management

Budget

Insurance

Site Selection

Publicity and Recruitment

Enrollment

Personnel

Child Health and Safety Policies

Social/Emotional Aspects

Program Activities

Programming for Young Adolescents

Space Design and Equipment

Schedule

Working with Parents

Philosophy and Goals

The philosophy and goals for the before/after school program will guide many of the initial decisions you need to make. Since the philosophy and goals are the foundation of your program, a great deal of thought and research should go into this before the program actually begins.

There are many helpful resources described in the bibliography of this handbook which should be used as you develop your program philosophy and goals. In these resources you will find a variety of options for programming for school-age children.

Your program's philosophy should reflect both the needs of children and parents who will be served and be consistent with the ability of your local education agency to provide for those needs.

A written statement of the program's philosophy and goals should be developed. It is easiest if one or two people research the possibilities, brainstorm with others and then pull together a clear statement.

Some items to be included are a description of the type of program you will offer, a description and explanation of how children will be handled, and the types of activities that will be emphasized. Each of these topics is covered in this handbook. Samples of philosophy and goals statements are included in Appendix B of this handbook.

Types of Programs

Most school-age child care programs can be characterized as custodial, recreational, enrichment, or a combination of these three. Any of these program types should offer, as a minimum, a secure environment which meets children's health and safety needs. Beyond this, the three program types can be described as follows.

A **custodial program** essentially offers adult supervision of minimally structured free play and/or required activities which children must take part in. Some materials and activities are available. Adults generally "sit and watch" to assure that problems do not get out of hand, manage a simple schedule through which they direct children and occasionally interact socially with children. This type of program allows a higher number of children per teacher, but children are not exposed to the positive experiences they find in the next two program types.

A **recreational program** offers a more complete schedule of supervised free choice time and structured activities for which staff plan and prepare. Ideally, planning for these activities takes into account the children's interests, their ages, abilities and needs, and staff skills and interests. In good programs, you will find that children are often involved in the planning of the activities. Staff take an active part in activities with the children instructing, socializing, and providing new ideas.

A **program of enrichment** offers structured classes and/or tutoring based on childrens' interests, needs, and abilities. These classes are developed by the staff and others who are skilled in various areas. Examples of activities include classes in the arts, such as music, drama, or drawing, lessons in sports skills, or tutoring in academic areas.

Each of these program types can be of a higher or lower quality depending on the staff, facilities, equipment, or supplies available. A purely custodial program in which discipline is too weak or too harsh will never be as good as a custodial program in which the staff has the ability to deal contructively with children's behavior. A recreational program with few options for children won't be as high in quality as the recreational program where children are given a variety of opportunities and choices.

Whatever the program type you choose to implement, assure that the quality of the program is high. Use the resources listed in this handbook, plus licensing and accreditation information, for guidance in establishing a quality program.

A brief description of the type of program you will offer should be included in your statement of philosophy and goals. You may find that you can offer programs of different types to more exactly meet the needs of families in your area.

Operational Policies

Operational policies should be developed, written and made available to all staff, administrators and parents who are involved in the program. The following information should be included in your program's operational policies:

- The normal hours, days, and months of operation. Use the needs assessment information you collected as a guide when you develop this section.

- Enrollment options that will be available to parents. For example, will parents be able to enroll their child

for two or three days a week instead of the whole week? Will they sign up and pay for care by the day, the week, the month? Will you offer drop-in care?

- Additional hours or days the program will offer care for additional fees, such as Teacher Workdays, Parent-Teacher conference weeks, or special weekends or evenings.

- The fees collection procedure.

- The health and safety policies, as discussed later in this handbook.

- The policy for emergency school closings. For example, will the program operate when schools are closed due to hazardous weather?

- The policy and procedure to follow when a child is picked up late or is not picked up.

- The transportation policy. For example, what will the procedure be for transporting children to and from the program site? What will the policy and procedure be for transportation during field trips?

- A meals/snacks policy. For example, will breakfast be served in the before school program or snacks after school? Will parents or the program provide these? Will an extra fee be charged for food?

- A special activities options policy. For example, will options for special activities such as gymnastics or piano lessons be available? Will fees be charged for these? Will all children be given the same opportunities to participate?

For help in developing operational policies, refer to the NC state child care licensing standards which are useful as a guide. A sample table of contents for operational policies is included in Appendix C.

Financial Management

Consult with your local education agency's Finance Department about the financial management needs of the program, especially since you may need to follow established rules and work closely with the accounting staff. Adequate planning is very important.

With their help, determine all financial procedures and assign responsibility for the financial aspects of the program. Assign responsibility for preparing a yearly

budget. The responsibility for this task will depend on several factors, including the make-up of the program administration, and the role of the financial department in your local education agency.

Preparing the budget may need to be a collaborative effort, but the main input and responsibility should be with those who are directly responsible for the program.

Financial policies should be set and written for the following procedures:

-Collection and recording of fees.
-Purchase of supplies.
-Payroll.
-Keeping account of all income and expenses.

Budget

Every budget decision that is made will affect the program that you offer. As you look at the goals of your program, you will also have to consider the cost of implementing your ideas. In making choices about your program, you give priority to items by the amount of financial support you allot to each item in your budget.

Start-Up Budget

Every new program will require a start-up budget for the one-time expenses that are necessary at the beginning of a program. This budget should meet your needs for the purchase of equipment and supplies, any renovations of facilities, salaries for the planning stages of the program, staff orientation, and salaries for the first few weeks of actual operation.

The budget should cover, at a minimum, the first six months of the program. Don't forget to include food expenses, transportation, insurance, rent and utilities, custodial services and supplies. This will give you a good estimate of the amount you will need and/or the expenses you can handle "up front" before the fees or subsized care reimbursements are received to cover expenses.

Unless you have a source of start-up funds, your start-up budget will have to be very limited. Many programs delay the purchase of equipment and supplies during the first months of a program.

Staff make use of donations from parents, teachers and the community to equip the program. Later, when fees provide income, new materials and equipment are purchased.

Start-up funds are often available through community groups, PTA, and government agencies, such as county board of commissioners, or state departments. Look into local funding. For help in identifying alternative sources of funding, LEAs may contact:

Office of Grants and Special Projects
Maria V. Boyd, Director
Department of Public Instruction
Education Building
Raleigh, NC 27603-1712
919-733-0139

Long-Range Budget

A long-range budget, that covers a year's operation will need to be prepared, and then, balanced monthly. This budget should list projected expenses and income, while providing guidelines for spending so that the program remains financially stable. Actual expenses and income should be assessed in relationship to this budget at least quarterly.

You will find resources on budgets in the materials listed in the bibliography of this handbook, but here are the basics to include:

Projected Expenses:

Group expenses into categories, such as personnel, space and utilities, telephone, insurance and supplies. List the individual items under each category with your estimate of how much you expect each to cost.

Although you can't itemize unexpected costs, you can itemize **all** expenses that you do anticipate incurring, and you can write in an "emergency fund." In general, the more specific a budget, the better you will be able to use money from one category for unexpected expenses in another.

Some of the program expenses are fixed, such as rent and the cost of utilities. Others, such as the cost of supplies and salaries, can be altered somewhat depending on your projected income and actual operating costs.

Estimating expenses can be difficult, especially if none of the people responsible have been involved in running a child care program before. Ask people who have written budgets for similar programs for suggestions on salaries, amount needed for supplies, businesses that give discounts, etc. Review the budgets of other programs for ideas about organization, items to include, and costs.

You should expect to modify the budget several times before the final copy is approved. You will need to go back and forth between designing the program and developing the budget. After you have itemized the projected income you will need to come back to the expense side of the budget to adjust your costs.

As you face the possibility for income, you will have to look hard at where you can cut expenses without cutting the quality of the program, otherwise you will have to increase fees to maintain quality without pricing your program out of the market.

Projected Income:

When budgeting a projected income, include all sources of money coming into the program including tuition, payments for subsidized care, registration fees, fundraising, grants, funding from outside sources, and public school contributions. If you are thinking about using fund-raising projects to raise money, remember to anticipate the costs incurred by the fund-raising itself, and itemize those costs under expenses.

Many programs rely solely on tuition and fees to support the program. Tuition and fees will depend on your projected expenses and what parents are willing to pay.

In setting fees and tuition, it helps to talk to representatives from other school-age care programs in your area to find out what their fee scale is. Use information from the local needs assessment or other source that would help you know how much parents in your area would be willing to pay.

Determine what kind of fee schedule you can offer. Some programs offer a reduced fee for children who stay only part of the afternoon. A discount for siblings that are enrolled is also possible.

Financial aid for those families who cannot afford the full fee should be considered. If your program is licensed, it is eligible to serve children who are funded by the Department of Social Services. Sometimes payment by Social Services does not cover the total cost of care, so the program would have to partially subsidize those children.

In setting fees, consider the fees for any special days, such as full-day care on Teacher Workdays. Decide whether there will be a registration fee and/or a deposit. Determine the policy about late payment of fees.

Sample budget categories are included in Appendix D of this handbook.

Insurance

Insurance is a "must" for all child care programs. Contact your school board's attorney to find out what types and how much coverage you will need. Determine what liability coverage your program needs, and find out whether the coverage provided for the regular school program will apply to your program. Even if it does, you must make sure that it provides adequate coverage for your needs.

Develop a form for parents to fill out to indicate the type of medical or accident insurance they have. Ask whether their insurance will cover their children while they are in your care.

When purchasing insurance, check with several agencies to find the best price for your coverage.

Site Selection

The selection of one or more sites or locations for your program takes careful consideration. Your selection may depend on what you learned from your initial needs assessment. You may choose to run a pilot program at just one site and then add sites depending on how well the pilot program works out.

As part of the site establishment process, you may have to work out other practicalities. You will need to decide who is responsible for building clean-up and maintenance. Find out if the regular maintenance personnel are able or willing to take on extra duties or if the program will have to provide its own clean-up services.

Clean-up and maintenance are sometimes an afterthought but this needs to be included in the early planning stages. Your decision about these responsibilities will affect your budget, your job descriptions, and your relationship with others sharing the facility.

Once the site is selected, you need to determine which facilities within that site your program can best use. There are essential characteristics that a facility requires in order to be considered for before and after school care. A good facility should have these basics:

- easy access to an outdoor play area.

- water for drinking and activities readily available.

- easy access to toilets.

- adequate space for children to move about freely.

- appropriate light, temperature and ventilation.

- a telephone that is always accessible to the program.

- furnishings that provide places to do a variety of activities including tables and chairs for artwork and games and small tables where just one or two children can be together.

- adequate space and equipment for a variety of activities such as group projects, play-alone areas, snacks, both active and quiet play, and even those projects that make a mess.

- floors that can be easily cleaned.

- adequate storage areas for equipment and supplies.

- adequate storage areas for children's belongings.

Some other characteristics that are desirable, but not absolutely necessary are:

- permanent storage space for equipment and materials.

- permanent storage space for children's belongings.

- space for displaying artwork for several days.

- an area for cooking.

- an outdoor play area with a variety of age-appropriate play equipment such as climbing apparatus or swings.

- an indoor area for active play during bad weather.

- a soft area for privacy and quiet activities.

- a well-equipped area for keeping files and handling administrative duties.

- a telephone that is specifically for the program's use.

However, most programs do not have such luxury and must share their space with other groups. Typical programs use cafeterias, gyms, classrooms, and meeting rooms; staff

must be flexible, patient and creative in their use of space. Although your choice of areas may be limited, and you will probably have to compromise, you should have a concrete idea of what you need so that you can build a strong case for your request.

As soon as the facility has been selected, you should meet with all those involved to iron out some of the questions that come up when spaces are shared. If your facility is part of a public school building, be sure to include the principal, other administrative staff, secretaries, maintenance staff, cafeteria personnel, and classroom staff.

Explain the philosophy, goals, basic scheduling and needs of the program. When talking with school personnel, it is important to stress the difference between the before and after school programs and the regular school day. Explain that your program will be less structured, with less emphasis on academics and more emphasis on social/emotional development and leisure time activities.

Clarify the expectations of all parties involved. For instance:

- What are the limitations on the use of facilities?
- Will there be expenses that your program will have to share or assume, such as for paper products or soap used in the restrooms?
- Will there be special occasions during which your program will have to accomodate other's needs? For example, will the child care program have to vacate the cafeteria on parent meeting days?
- What are the expectations for children's behavior? How do the rules enforced during the regular school day apply to the before/after school program?

Keep the channels of communication open at all times. This should be done through regular meetings and informally throughout the operation of the program.

Publicity and Recruitment

Most new programs need to actively recruit the children who will participate in the program. This requires that parents be informed about the new program's availability.

Information for parents is usually distributed as brief publicity handouts which are sent home with children.

These handouts give parents information about the services that the program will offer. The following information is generally included:

- a short summary of the program's philosophy and goals.

-the hours and days of operation.

-the fees for various care options.

- a description of the types of activities that will be available, often accompanied by a sample daily schedule.

- a brief statement of the program's discipline policy.

- locations of programs.

- enrollment information such as where and when registration takes place or ages of children who may enroll.

- name and phone number of a person to contact for more information.

- a pre-registration form for interested parents to complete and return to the program.

To help parents of children who are new to the schools, school-age child care information handouts are often included in school registration materials.

Programs which are initiated in response to a strong need, expressed by many parents, will usually open with sufficient enrollment. Increased enrollment will occur as satisfied parents and children tell others about the programs's benefits. Publicity through positive newspaper articles and other media coverage brings community awareness and acceptance and a further increase in enrollment.

In some cases, however, the idea of school-age child care may need to be "sold" to parents who do not recognize their children's needs for positive opportunities and socialization with friends and adults in a relaxed, safe, supervised setting during the non-school hours.

Further information on the school-age child care program will have to be given more directly to these parents. Information on before/after school programs can be shared with these parents during conferences or, in some cases, during home visits.

Young adolescents will not attend a program that has no appeal and does not meet their perceived needs, even if

their parents enroll them. For young adolescents, the program must be sold to both the parents and children.

Enrollment

You should try to determine the maximum number of children you will be able to accept at each site. This decision may depend on space availability. Information from your original needs assessment will also influence your enrollment projection.

The eligibility criteria for your selection of children also affects projected enrollment. Eligibility requirements include age, attendance at certain schools, and whether your program will consider accepting children with certain special needs.

When you develop written policies concerning selection, state your basis for selection. Is acceptance on a first-come, first-served basis or will other factors be considered, such as balancing a group by sex, race, or age? Consider the following questions when you write policies and procedures for enrolling and withdrawing children.

- How will parents enroll their children?
- How much notice must parents give for withdrawing their children? Will prepayments be reimbursed? Can a withdrawn child be reenrolled?
- Will there be a registration fee? If so will the fee be refundable?
- What are the necessary forms that parents must complete and return for registering and enrolling children such as medical forms, permission for emergency medical treatment, emergency numbers to contact parents and other responsible adults, behavior management policies for parents to sign, and permissions to have children photographed or to participate in field trips?

Be sure to give parents a copy of all policies and procedures that will affect them or their children. As you make the policies and determine the procedures, make a note of those that should be included in a parent handbook. A sample table of contents for a parent handbook is included in Appendix F of this handbook.

Personnel

Job Descriptions and Hiring Staff

As you develop job descriptions, it pays to be as specific as possible about the responsibilities and expectations of each staff person. A specific job description helps as you hire staff, provides guidelines to staff as they work, and provides a basis for later evaluations.

Typically, small programs have a lead teacher in charge at a facility and an assistant, if needed. If there are small programs at several sites, a central coordinator is usually required. Larger programs generally have a central coordinator, a lead teacher or director at each facility, and teachers and assistants to carry out the program.

Specify the qualifications, skills and characteristics you want in the staff and include these in the job descriptions. It is important to spend some time thinking about this, since you may be selecting staff from a variety of backgrounds. Personal qualities and skills may be just as important, or more important, than formal credentials.

Many school-age child care programs in North Carolina require a teacher's certification for those who fill lead teacher positions. This generally increases the cost of personnel. Your program will have to consider whether the cost is worth the price and whether the cost is affordable.

Be sure to consider present health status as you consider applicants. An annual health exam and TB test is usually required to assure that teachers' health is good and that there are no communicable diseases among those hired.

Here are a few guidelines to keep in mind when planning for program personnel:

- Consider the size of your program, the staff/child ratio you have set and then determine the number of staff you need. **To be prepared for an emergency, it is best to have two responsible adults with any group of children at all times.** The average number of children per adult in North Carolina's public school before/after school child care programs is presently fourteen children to each adult.

- Determine the hours of work, salaries, and benefits you will provide staff.

- The number of hours you will need for different positions will vary with the work required when children are not present. Since lead teachers' work may include preparation time and parent conferences they may need more time to fulfill their responsibilities than do aides.

  Be sure to include some time for planning for staff members who are responsible for programming activities. Time for staff meetings is also essential. Allow time for teachers and aides who have the job of record keeping.

- Include time for staff orientation and development. You should allow about 10 hours orientation for each new staff member, and 20 additional hours for staff development for all staff during the year.

There are various options for determining shifts, such as part-time, split shifts, or combining jobs. One idea for combining jobs is the use of aides in the regular program as staff in the after school program. If aides from the regular program are hired, you may need to budget for their salaries plus overtime.

It should be remembered that aides or teachers who work during the whole school day may be tired by the time they need to perform their after school jobs. For this reason some of these people may not be able to provide the type of program that is best for children.

Salaries and Benefits

Finding and keeping highly qualified staff to work in school-age child care programs can be difficult. Obviously, the better the pay, benefits and working conditions, the better qualified staff you will be able to hire and retain. The program should make a commitment to appropriate salaries and benefits for the staff even though you may not be able to offer the ideal situation when first beginning a program.

Before attempting to fill positions, communicate with the Personnel Office about procedures for recruiting, interviewing, and hiring. Then determine possible sources for recruitment of staff such as local community colleges, universities, technical schools, parents of children, or aides from the regular school program.

Staff Development

You will need to provide an orientation for all new staff. This will require that you have training materials which include a statement of the program's goals and philosophy, official procedures to follow, expectations for each job, and information regarding schedules and activities. It will also require that you have easy to understand information about child development and group and behavior management techniques.

Providing staff development throughout the year contributes to maintaining a high quality program. Staff development can consist of a variety of programs and activities and can be offered in-house or by an outside organization.

Many North Carolina child caregivers attend workshops sponsored by technical or community colleges. Large annual conferences of professional organizations such as the North Carolina Association for the Education of Young Children or the North Carolina Day Care Association can provide special sessions designed for school-age child care. These organizations are responsive to requests for special sessions.

Substitutes

You will need to plan to cover for staff absences. Programs should have a current list of qualified substitutes who are available to fill in when regular staff cannot be present. In some cases, the program coordinator is able to fill in for a teacher who is out. In any case, staff/child ratios must be maintained so that safety and program quality are not in jeopardy when regular staff are not present.

Volunteers

A program can explore the possibilites of using volunteers and/or interns to supplement, but not replace, the regular staff. If you plan to use non-paid helpers, develop job expectations and training for them. It is essential that anyone caring for the children can handle the job completely.

One innovative program using volunteers to enrich school-age child care programs is AgeLink, operated by the Center for Improving Mountain Living at Western Carolina University. Its aim is to help community organizations plan and implement intergenerational child care programs.

In an AgeLink program, older adults volunteer to work in a school-age child care program on a regular basis, sharing specific skills and talents. This arrangement offers an opportunity to improve the adult/child ratio and to stimulate positive relationships between school-age children and older adults.

Representatives from AgeLink also encourage and assist the sponsoring group to build community support so that the programs can operate independently. For more information, contact:

AgeLink, Center for Improving Mountain Living,
Bird Building, Western Carolina University,
Cullowhee, NC 28723

Another source of volunteers is the Retired Senior Volunteer Program (RSVP), which is a federally funded program through ACTION. RSVP volunteers are paid travel costs and provided accident and liability insurance by the RSVP agency. In return, the programs in which these volunteers work agree to provide supervision, a safe working environment, to complete a monthly timesheet for each volunteer, and to attend recognition for the volunteers. One public school after school program in North Carolina that uses RSVP volunteers reports great success. For information on RSVP, contact your local RSVP agency, listed in your telephone directory or write to:

ACTION State Program Office
Federal Building, P.O. Century Station
300 Fayetteville St., Mall Room 131
Raleigh, NC 27601

Child Health and Safety Policies

Health and safety considerations should take precedence over any other aspect of the program. The responsibility for the safety of the children in the program is a large one.

Although some procedures for safety may seem inconvenient to parents and other adults involved, if reasons for the procedures are explained to them they will appreciate the efforts extended by the staff to keep their children safe.

Supervision of large groups of children is difficult, and staff and children need to be trained and motivated to follow sound principles of health and safety. The following health and safety procedures are essential:

-Check-in and sign-out procedures:
Establish procedures for children to check in, for

parents to follow when a child will be absent or late, and for staff to follow if a child does not come to the program when expected. Many programs receive a daily list of all children who were absent during the regular school day.

Establish procedures for parents and other authorized adults to follow when coming for a child.

Make sure the staff knows who is authorized to pick up each child and that they know what to do if an unauthorized person comes in for a child.

-Discipline policies:

The written discipline policy should specify acceptable and unacceptable forms of discipline. You will find more information on this topic under the heading "Social/Emotional Aspects of Programs."

-Safety rules and procedures:

Emergency evacuation routes should be posted and practiced at least monthly.

Acceptable staff/child ratios should be maintained. The average staff/child ratio in North Carolina public school before/after school programs is fourteen children to one responsible adult.

Rules for safe supervision of children should be clear to staff and always followed.

A telephone should be accessible with emergency numbers posted.

Staff should make frequent and regular inspections of grounds, facilities and equipment for potential hazards.

-Policies concerning illness and medication:

Make sure that each child has medical information on file at the facility. All staff should be aware of any allergies and/or conditions that might require special attention or treatment. This information should be posted where all adults working with children can see.

Make sure that each staff person is trained to detect signs of illness, including those of contagious diseases.

Establish policies about when parents should be called about a child's suspected illness and who should call.

Establish policies about readmission of children after an illness.

Establish policies about staff administering medicine to a child. It is recommended that parents provide written permission for administration of any medicine to their child.

If staff are permitted to administer medication, supply all sites with a lock box for medication and with a source of refrigeration for certain medicines.

-**Procedures concerning injuries and emergency treatment:** Train all staff in First Aid and CPR. Contact your local Red Cross agency to find out about appropriate courses.

Supply all sites with at least one first aid kit, and have a kit available when transporting children.

Establish policies and procedures for recording and reporting injuries.

Make sure that each parent has signed a permission form for emergency medical treatment that is on file at the facility.

Establish an Emergency Plan for each facility that states specifically what the staff will do in the case of a medical emergency.

Have emergency medical information such as emergency numbers and hospital preference for all adults in the program.

-**Procedures for cases of suspected child abuse/neglect:** Train staff to recognize signs of possible physical, sexual and emotional abuse/neglect.

Inform staff of their legal obligation to report suspected abuse/neglect and train them in how to do so appropriately.

Be sure staff is aware of the possibilities for abuse/neglect in the child care program. A behavior management policy which does not allow corporal punishment makes abuse less likely in a program. Resources on abuse/neglect are included in the bibliography of this handbook.

Social/Emotional Aspects of Programs

All quality programs have a strong emphasis on the positive social/emotional development of the children in

care. Your programs's behavior management policy should reflect this positive emphasis.

A written behavior management policy, based on sound principles of child development and a commitment to nurturing healthy emotional development, should be developed for your program as part of the philosophy and goals statement.

You will find resources on child development and positive behavior management in the bibliography of this handbook.

Parents, staff, and children should receive copies of the policy. The staff should make sure that parents and children understand the policy. Programs often have parents sign a copy of the policy to show they have read and understood it.

This written policy should include guidelines for promoting positive behavior as well as for responding to inappropriate behavior of children while in the program. Specifically, the policy should include:

- The program's philosophy of discipline and behavior management.
- A description of the behavior management techniques that are to be used.
- A description of the behavior management techniques that will **not** be used.
- The procedures which will be implemented for any child for whom the behavior management techniques do not appear to be effective.
- The policy concerning suspension and expulsion of a child from the program.

To carry out a positive policy of behavior management, all staff must be knowledgeable in child development. Each staff member should be trained to be alert for children who exhibit behavior and problems that indicate a special emotional need.

Staff should be trained in methods of group management and relating to children in ways that encourage healthy emotional development. Some suggested training materials in this area for staff are listed in the bibliography of this handbook.

Positive behavior management depends on having a wide range of interesting activities available in a program. Children who are stimulated and challenged by activities

that interest them are more likely to show positive behavior. There are fewer behavior problems in a program that provides a variety of interesting activities that children can choose to do.

Program Activities

Activities should be developed and planned around the interests and needs of the children. They should also be planned so they take advantage of staff interests, abilities and enthusiasm.

The ages of the children should be taken into account when activities are planned. Very different types of activities should be provided for young adolescents, (children ages 10-14) than those provided for younger children. Some guidelines for the development of planned activities include:

- Plan for a balance of active and quiet play. In before school programs most children do better with more quiet play while in after school programs more opportunities for active play are needed.

- Include time for both indoor and outdoor activities every day.

- Include a variety of activities and opportunities that change throughout the year. Coloring, drawing, playing ball and board games are a few after school favorites that should always be available.

  Preparing breakfast, playing quiet games with just a few friends, and even napping in a cozy spot are activities that very early before school programs might include. Good programs, whatever the type (custodial, recreational, or enrichment) add a wealth of other interesting choices to these each day.

- Provide activities that encourage group spirit and healthy social relationships while avoiding excessive competition.

- Have a wide range of activities available so every child can experience success and enjoyment.

- Include activities that can be done alone as well as some that are done in groups.

- Allow children to participate in the planning of activities.

- Have some activities that are child-directed and some that are adult-directed.

- Plan several special events throughout the year. These may be activities to commemorate a holiday such as planting trees for Arbor Day or celebrations for fun. Examples of such celebrations are a Beach Party Day in which sprinklers are used and children bring beach balls, towels, radios, and swimsuits, or a Circus Day in which all children perform in circus acts.

- Make use of your community, either through field trips or by bringing people in to share their experience and skills.

- Invite parents to be involved in activities, too.

There are many resources for activities listed in the bibliography of this handbook. These resources are most effective when the staff, who work directly with the children, have access to the resources and are encouraged to use them.

Programming for Young Adolescents

Most before/after school programs are designed primarily with the younger elementary child in mind even if they are offered to children in grades K-8. The need for care of children in the early elementary grades is felt most urgently. However, there is a growing realization among parents and professionals that young adolescents (children ages 10-14) need activities and supervision especially designed for them during the time they are not in school.

Developing good programs for this age group can be difficult since young adolescents go through dramatic changes physically, emotionally, and intellectually. These transformations are uneven within the individual, and development occurs at varied rates within the group as well. Programming to meet such a diversity of needs is a challenge.

Good programs for young adolescents provide diversity, opportunities for self-exploration and definition, opportunities for meaningful participation in the program and the community, positive interaction with peers and adults, physical activity, ways to demonstrate competence and achievement, and structure and clear limits. (Lefstein, 1983)

If your program is open to the children in grades 4-8, the staff should look at the distinct needs and interests of

the children in that age group. Program planners should provide experiences that meet those needs and develop these interests. Children in this age group can display the most difficult behavior if they are not being challenged and satisfied. However, they can also demonstrate a high degree of responsibility, enthusiasm, and industriousness when offered experiences to meet their needs.

Several books in the bibliography of this handbook, especially those written by the staff of the Center for Early Adolescence, are valuable when planning programs for young adolescents.

Space Design and Equipment

Space design and equipment will depend on other programming considerations such as the age groups involved, the type of program you are providing, and the activities that will be planned. Each program will have a different set of circumstances to work with depending on what the facility can offer. The following are guidelines to consider when arranging space and equipment.

- Provide space indoors and outdoors for various activities.
- Have a variety of equipment for indoor and outdoor play.
- Provide equipment and furnishings that are adequate and appropriate for use by school-age children.
- Create spaces indoors for different types of activity; for example quiet and private places as well as spaces for louder, more active group games and projects.
- Set up an area that can be easily cleaned up after messy activities such as painting and cooking. This area can be used for snacks, too.
- Divide large, open spaces into smaller areas to lessen noise and allow smaller groups of children to work together in a more relaxed setting.
- Arrange indoor quiet play areas for table games, art projects or homework so that they are away from noisy play areas.
- Have supplies needed for activities accessible to children so they can take out, use, and clean up activities independently.

- Keep materials that go together in individual, labeled storage containers. This helps keep things organized so children can use them independently.

- Set up places for children to keep their own things. Provide an easy way to look after things they bring such as tote bags with their names in which to take things home or decorated shoe boxes as individual storage spaces.

- Have a quiet, cozy place to rest for a child who is not feeling well. If your before school program opens very early, and many children arrive when they are not quite awake, you may need several places where children can rest. Vinyl covered foam mats are good for this purpose. These should be covered with clean sheets that are washed after use.

- If you have large groups of children with several staff, schedule spaces so all children are not in the same place at the same time. For example, have older children do indoor activities while the younger ones use the playground. Things are much calmer when groups are smaller and kept separate.

Schedule

Since school-age children usually spend most of the day in structured, controlled, academic settings, before/after school child care should implement leisurely, flexible schedules that give children a chance to relax and make independent choices.

A typical after school schedule will include time for snack, teacher-directed activities such as homework or learning how to use a new art material, time for sharing ideas with friends, and a rich variety of free-choice activities such as board games, dramatic play, or outdoor free play. The length of time assigned to each of these components will vary according to the needs of the children.

In some North Carolina programs, child care staff have found that schedules must differ according to age groups in care. A group of younger children may do best if served snack as soon as the program begins while older children profit from some energy-releasing outdoor play at that time. Older children seem to appreciate more free-choice and self-directed activity while very young children enjoy the warmth of working on a project with a few friends and a helpful adult.

When developing schedules for school-age child care groups, check to see what other programs have done. Then make up a "best guess" schedule and see how it works. It may do well for one group but need to be reorganized for another. Then again, all may go well for one season, but rethinking the schedule may be required as another season begins.

Here are some tips on scheduling for school-age child care:

- Whenever possible, have children help make up the schedule.

- Stick to a schedule so children feel secure and know what to expect. However, if it's obvious that a change is needed, reorganize the schedule and explain the changes to the children.

- Have a copy of the schedule posted where everyone can see it. Then children, new staff, substitutes, and parents will know what to expect.

- If children do not have free access to toilets, water fountains or sinks, be sure to include frequent times for using toilets, getting drinks and washing hands.

- If there is enough staff, try to schedule some activity choices indoors and outdoors at the same time. This works well, especially if your indoor space is limited.

- Have very few times, if any, when all children are required to do the same thing.

- Include time in the schedule for clean-up, but make sure that there are fun things for children to do until they leave the program.

- Be flexible. For example, if there is a beautiful, warm North Carolina winter day, forget the scheduled indoor activities and make best use of the time outdoors. Bring some indoor things, such as games or art materials, outdoors to make the time special.

- Make transition times in the schedule as leisurely and unrestricted as possible. Avoid having all children wait while a few finish a project. Allow children to walk in small groups with friends instead of making them line up.

- Transitions go more smoothly when materials are prepared ahead of time. All staff and children need to know what

they will do next. It helps to remind children a little before an activity time will be over, so they can prepare for the change.

- Before school programs require a schedule of activities that differ from those included in the after school program. Time for waking up, breakfast, finishing forgotten homework assignments, and quiet play should be scheduled.

Sample schedules used in North Carolina programs are included in Appendix E of this handbook.

Working with Parents

Although it may seem obvious that parents and staff need to communicate, it is not always easy to do so. At the site, the room may be noisy and the teacher busy with activities. Some staff may not feel comfortable discussing major concerns with parents. The children leave at different times, and often someone other than the parent comes for the child. Parents may be tired and in a hurry when they come. They may forget to notify staff of changes in phone numbers, address or other information that the staff should know.

On the administrative level, there are also obstacles that prevent open communication. The coordinator is often very busy, hard to reach and, out of touch with the parents or children in the program. Concerns, suggestions, and business are usually dealt with over the phone rather than face to face.

Despite the difficulties, it is very important that an atmosphere of open communication be established. Time during staff development should be given to discussing ways of establishing and maintaining good relationships with parents as well as methods of resolving conflicts.

Resources on parent involvement are listed in the "staff development" section in the bibliography of this handbook.

On enrollment, parents should be given a parent handbook containing the statement of philosophy and goals and all policies and information they should have about the program. The handbook should be clearly written. Inform parents of the importance of reading the handbook and keeping it on hand for easy reference. A sample table of contents for a parent handbook is included in Appendix F.

In addition to the handbook, keep communication going through notes. Notify parents as soon as possible about

changes in policies and/or programming. Post notices of field trips and special events at least a week in advance.

During the day-to-day operation, staff members should make every effort to talk briefly every day with the parents of the children in their care. Parents need to know that the staff cares for and appreciates their child.

This can be demonstrated when teachers or aides share small positive anecdotes about the child with the parent. Telling a parent about a picture the child drew, a special demonstration of cooperation, or a thoughtful comment that the child made is a valuable method for building a good relationship with parents. Hearing these positive anecdotes about their child makes it much easier for parents to help staff deal with any problems that may occur.

You may want to use newsletters to give parents information about policies, activities and other items you think would be useful. Newsletters can be a valuable tool for positive communication. They can also provide opportunities for children to contribute.

Another means of maintaining communication is to encourage parent involvement. Some programs have parent advisory boards that meet regularly. These boards can offer useful suggestions and provide parents a channel for expressing concerns.

Parents can work as volunteers, occasionally, to share a skill or a story. Some programs sponsor family nights which the children help plan. These events provide a time of fellowship as well as an opportunity for the children to be involved in planning a special performance or presentation.

ONGOING PROGRAM EVALUATION AND IMPROVEMENT

Evaluations

Staff Evaluations

Program Assessment

Financial Evaluation

Program Improvement

Evaluations

Program evaluations are necessary to maintain program quality, to help staff fulfill program goals, and to indicate areas for restructuring to better meet the needs of those being served. There are several different types of evaluations, each one giving different information.

Staff Evaluations

All staff should be informally evaluated regularly as supervisors observe the daily workings of the program. Weekly or monthly staff meetings will provide a time to discuss staff performance as well as provide opportunities to work out any problems that come up.

Formal staff evaluations should be done at least yearly with all staff. Items on a formal staff evaluation generally relate closely to the staff member's job description and the program goals. For example, items on child care staff evaluations include the extent to which individuals relate positively to children, provide appropriate activities, communicate openly with parents, and carry out the practicalities of the job such as being on time or maintaining a neat environment. For lead teachers, the ability to manage other staff would be included.

Evaluations are generally carried out by the staff member who has direct supervision over the person being evaluated. Ideally, the person being evaluated should be thoroughly familiar with the evaluation form and should have the opportunity to do a self-evaluation. The evaluation should be discussed with the staff member and a written dated copy should be signed by both the supervisor and staff member.

Program Assessment

A formal evaluation of the program should be done at least yearly to find out how well the program is fulfilling its goals. Indications of success, such as high enrollment, lack of complaints by parents, and staff stability offer informal checks on program quality.

Of course, the program administration must always be on the look out for danger signals, such as dropping enrollment, that indicate a program is not successful and look more closely to evaluate any problems which might exist. However, a formal evaluation is usually the most reliable way of finding out how well a program is succeeding in all aspects of operation.

A parent questionnaire or survey, if it is short and simply written, can show the strengths and weaknesses of a program from the parents' point of view. A staff questionnaire or interview can indicate problems of a practical nature, which may go unnoticed by administrative personnel.

The evaluation required for a license can provide a valuable outside look at your program. The licensing consultant is a professional who assesses programs using a set of objective criteria. The licensing standards emphasize basic aspects of a safe and healthful environment for children as well as maintaining minimal standards for program components.

For a more demanding evaluation that indicates a quality program, it would be advisable to seek accreditation from NAEYC's Center Accreditation Program, discussed in the first section of this handbook. Other evaluation instruments, such as program check-lists, can be found in the resources listed in the bibliography of this handbook.

Financial Evaluation

You may find that a financial evaluation or audit may be necessary for your program. Special types of funding occasionally require that an audit be done. It is best to check with your LEA's finance office for advice if you need to have an audit done.

Program Improvement

During program operation, you may find that program upgrading becomes a necessity. For example, a custodial program may find that parents are not satisfied with their children's experiences and expect more from the program. Or a recreational program may wish to add a larger variety of activities to meet children's needs for challenge and growth. Whatever level of upgrading you wish to implement, you need to consider the following:

- Will fees and other available funds cover the cost of the improvements or will you have to look for other sources of support?
- Will the administration approve the upgrading of the program?
- Will job descriptions need to be changed or will staff improvement through staff training be needed? Will additional staff be needed?

- Will different facilities or changes in the existing facility be required?

In some cases, a program evaluation may show that the present program is not fully meeting the needs of those it is serving. For example, an evaluation may indicate that fees charged are too high to allow participation by some lower income groups or the hours of care provided may not match the working hours of many families. Whatever the reason for the need to restructure, the program administration needs to remain flexible. Even an obviously successful program may need to change in structure in order to reach out and serve a new group.

Networking with others who implement programs, attending professional conferences, seeking training, and making use of new resource materials are all means of getting ideas that will lead to program growth and development.

SCHOOL-AGE CHILD CARE PROGRAMS IN NORTH CAROLINA PUBLIC SCHOOLS

Networking With Other School-Age Child Care Programs

Survey of North Carolina School Systems

Networking With Other School-Age Child Care Programs

Finding out how others handle various aspects of school-age child care can be very helpful. For example, a program interested in starting before school child care may wish to find out how others are managing this care option. Networking with people who have experience in an area is a successful way to gather practical information.

The following chart will give you an idea of school-age child care services or options offered by various LEAs. The chart lists all LEAs which, according to a survey distributed in June, 1987, provide school-age child care programs in North Carolina.

Listed at the top of the chart are different program options. If a program indicated that it offered an option listed, then that option is marked with an "X". If a program indicated that it did not offer an option, or if information was unavailable on an item, the space is left blank.

If you need information on one or more of the options listed, you may contact the LEAs who reported having experience in that area. Try to visit programs which provide services in which you are interested. Visiting several programs in various LEAs is advised since each program will handle challenges using different creative methods.

Networking With Other School-Age Child Care Programs

Local Education Agency	Offers Before School Care	Offers After School Care	Provides Transportation	Serves Grades K-3	Serves Grades 4-6	Serves Grades 7+	Offers Options for Time of Care	Offers Full Day Care on Teacher Workdays, etc.	Provides Staff Training	Receives DSS Reimbursement	Uses Volunteer Help	Offers Care For Handicapped	Contracts with Other Agencies
Alamance Co.	X	X	-	X	X	-	X	-	X	-	-	-	-
Alexander Co.	X	X	-	X	X	-	-	-	X	-	-	-	-
Ashe Co.	-	X	-	X	X	-	X	-	X	-	X	X	-
Asheville City	-	X	X	X	X	-	-	X	X	X	X	X	-
Avery Co.	-	X	-	X	X	-	X	-	X	-	-	X	X
Buncombe Co.	X	X	-	X	X	-	X	X	X	-	X	X	X
Burke Co.	X	X	-	X	X	-	-	X	X	-	-	-	-
Cabarrus Co.	-	X	X	X	X	-	X	X	X	X	-	X	-
Caldwell Co.	-	X	-	-	-	-	X	X	X	-	-	X	-
Camden Co.	-	X	X	X	X	-	-	-	X	-	-	-	-
Caswell Co.	-	X	-	X	X	-	X	-	X	-	X	X	-
Catawba Co.	X	X	-	X	X	-	-	X	X	X	-	X	-
Chapel Hill-Carrboro City	-	X	-	X	X	-	-	X	X	X	-	X	-
Charlotte-Mecklenburg	-	X	X	X	X	-	-	X	X	X	-	X	-
Chatham Co.	X	X	-	X	X	-	X	X	-	-	X	X	-
Clinton City	-	X	X	X	X	-	X	X	X	-	-	X	-
Davidson Co.	-	X	-	X	X	-	X	X	-	-	-	-	-
Davie Co.	-	X	X	X	X	-	X	X	X	-	-	X	X
Duplin Co	-	X	-	X	X	-	X	-	X	-	X	X	-
Durham City	X	X	-	X	X	-	X	-	X	-	X	X	X
Durham Co.	X	X	X	X	X	-	-	X	X	-	-	X	-
Elkin City	-	X	-	X	X	-	-	-	X	-	-	-	-
Gaston Co.*	-	X	-	X	X	-	-	-	X	-	-	X	-
Granville Co.	-	X	X	X	X	-	X	-	X	-	X	X	-

* Denotes program beginning 8/87.

Networking With Other School-Age Child Care Programs, continued

Local Education Agency	Offers Before School Care	Offers After School Care	Provides Transportation	Serves Grades K-3	Serves Grades 4-6	Serves Grades 7+	Offers Options for Time of Care	Offers Full Day Care on Teacher Workdays, etc.	Provides Staff Training	Receives DSS Reimbursement	Uses Volunteer Help	Offers Care For Handicapped	Contracts with Other Agencies
Goldsboro City	-	X	-	X	-	-	-	-	-	-	-	X	-
Greensboro City	-	X	-	X	-	-	X	X	X	X	-	X	X
Guilford Co.	-	X	-	-	-	-	-	X	X	-	-	-	X
Haywood Co.	-	X	-	X	X	-	-	-	-	-	-	X	-
Hendersonville City	-	X	-	X	X	-	X	X	-	-	X	X	-
Henderson Co.	-	X	X	X	-	-	X	X	X	X	X	X	-
Hickory City	X	X	-	X	X	-	-	X	X	X	-	X	-
High Point City	X	X	-	X	X	-	-	X	X	-	-	X	X
Iredell Co.	-	X	X	-	-	-	X	X	X	-	X	X	X
Jackson Co.	-	X	-	X	X	-	X	X	X	-	X	X	-
Lenoir Co.	-	X	-	X	X	-	-	-	X	-	X	-	X
Lexington City *	-	X	X	X	X	-	-	X	X	-	-	X	X
Lincoln Co.	-	X	X	X	X	-	X	-	X	-	X	X	-
McDowell Co.	-	X	-	X	X	-	-	-	X	-	-	X	-
Mitchell Co.	-	X	X	X	X	-	-	X	X	-	-	X	-
Montgomery Co.	-	X	-	X	X	-	X	X	X	-	-	X	X
Mooresville City	-	X	X	X	X	-	-	X	X	-	X	X	-
Mount Airy City	-	X	-	X	X	-	-	-	X	-	-	-	-
Newton-Conover City	X	X	-	X	X	-	-	X	X	X	X	X	-
Orange Co.	X	X	X	X	X	-	-	X	X	-	X	X	-
Person Co.	X	X	-	X	X	-	X	X	X	X	X	X	-
Pitt Co.	-	X	-	X	X	-	X	X	X	-	X	X	-
Randolph	-	X	-	-	-	-	-	X	X	-	-	X	X
Red Springs City	-	X	X	X	X	-	X	-	X	-	-	X	-

* Denotes program beginning 8/87.

Networking With Other School-Age Child Care Programs, continued

Local Education Agency	Offers Before School Care	Offers After School Care	Provides Transportation	Serves Grades K-3	Serves Grades 4-6	Serves Grades 7+	Offers Options for Time of Care	Offers Full Day Care on Teacher Workdays, etc.	Provides Staff Training	Receives DSS Reimbursement	Uses Volunteer Help	Offers Care For Handicapped	Contracts with Other Agencies
Reidsville City	-	X	X	X	X	-	X	X	X	-	-	-	X
Roanoke Rapids	-	X	-	X	X	-	-	-	X	-	X	-	-
Rocky Mount City	-	X	X	X	X	-	X	-	-	-	-	X	-
Rutherford Co.	-	X	-	X	X	-	X	X	X	-	X	X	-
Salisbury City	X	X	-	X	-	-	-	-	X	-	-	-	-
Sampson Co.	-	X	X	X	X	-	X	-	X	-	-	-	-
Scotland Co.	-	X	-	X	X	-	X	X	X	-	-	-	-
Shelby City	-	X	X	X	X	-	-	X	X	-	X	X	-
Statesville City	-	X	-	-	-	-	-	X	X	X	-	X	-
Stokes Co.	-	X	X	-	-	-	X	X	X	-	-	-	X
Surry Co.	X	X	-	X	X	-	X	-	X	-	X	X	-
Tarboro City	-	X	-	-	-	-	-	-	-	-	-	-	-
Transylvania Co.	-	X	-	X	X	-	X	X	X	X	X	X	-
Tryon City	X	X	-	-	-	-	X	-	X	-	X	-	-
Union Co.	-	X	-	X	X	-	-	X	X	-	-	-	-
Vance Co.	-	X	X	-	-	-	X	X	X	X	-	-	X
Wake Co.	X	X	-	-	-	-	-	-	X	X	X	X	X
Watauga Co.	-	X	X	X	X	-	X	-	X	X	-	-	-
Wilkes County	-	X	-	X	X	-	X	X	X	-	-	-	-
Winston-Salem/Forsyth Co.	X	X	X	X	X	X	X	X	X	-	X	-	X
Yadkin Co.	-	X	-	X	X	-	X	-	X	X	X	X	-

* Denotes program beginning 8/87.

Survey of North Carolina School Systems

In the spring and summer of 1987 a survey was conducted to determine the status of before and after school programs operated by the 140 school districts. We found that 67 districts were operating 20 before school programs and 71 after school programs in 1986-87. Thus, nearly one-half of the school districts in the state operate some type of before or after school care program. In addition, two districts indicated that they plan to introduce such a service in the 1987-88 school year.

While not all schools in the districts offered these programs, 92 schools in the state had before school programs and 259 had after school programs. Out of a reported total of over 1500 schools in the state serving pupils in the seventh grade and below, it is clear that these services are readily available to a small percentage of children and families in need of extended day services.

The before and after school programs are growing rapidly to meet the demand. In a survey conducted by David Powers and Patricia Anderson of East Carolina University in 1986 (Powers & Anderson, 1988), a total of 6129 children were reportedly served in after school programs in the state. No data was collected on before school programs in their survey. The responses to the 1987 survey indicate that the number of pupils in after school programs is more than double the figure reported by Powers and Anderson from the previous year. A total of 12,838 pupils were enrolled in after school programs. In addition, 4,216 pupils were enrolled in before school programs in 1986-87. While some of this difference in enrollment may be the result of more effective reporting by districts, the programs have clearly grown dramatically. The table on the following page shows the breakdown of programs by grade level of pupils served in before or after school programs. It should be noted that not all districts were able to provide this information.

The majority of programs in North Carolina public schools are serving children in grades K-5. Ninety-five percent of pupils in before or after school care are in these grades. In comparing these figures with the Powers and Anderson survey, two trends emerge. First is the overall increase in enrollment for all elementary grades, as described above. Secondly, the growth was proportionately greater in grades 4, 5 and 6 than in K-2. There appears to be an increasing recognition on the part of schools and parents of the need for programs for upper elementary aged pupils. Few schools are providing these programs for older pupils. Only 16 pupils above the 6th grade were in before or after school programs in the entire state.

Distribution of Pupils Served by Grade Level

Grade	Number of Programs with Pupils in This Grade	Number of Pupils in This Grade	Percentage of All Pupils Served
Pre-Kind.	1	8	.1
Kind.	42	1758	19.7
First	47	1776	19.9
Second	49	1589	17.8
Third	50	1475	16.5
Fourth	47	1092	12.2
Fifth	41	834	9.3
Sixth	19	394	4.4
Seventh	2	13	.2
Eighth	1	1	<.1
Ninth	2	2	<.1
TOTAL		8942	

In general, schools charge a set tuition or fee for the before or after school program. The before school fees ranged from $3.75 to $25.00 with an average of $10.00 per week. For after school care, the range was $8.00 to $50.00 with an average of $16.12 per week for regular school days. Often additional fees are charged for teacher workdays, holidays, or emergency school closing (heat, snow days, etc.) About 25% of programs now participate in the Social Services Block Grant program and receive payment from their county departments of social services for income eligible families. For nearly all programs reporting, the fees covered the staff salaries, materials and food. Relatively few programs reported covering utilities, maintenance, space or transportation from tuition and fees.

Before school programs operated for periods of 1 hour to 2 1/2 hours with an average of 1.7 hours per day. The earliest program opens at 6:00 a.m. with all open by 7:00. After school programs were open for 2.75 to 4 hours per day with an average of 3.2 hours. The most common after school program closing times are 5:30 or 6:00 p.m. Overall, programs had an average pupil-staff ratio of 14 to 1.

The program content or focus emphasized in before and after school programs provides a variety of activity types for children. While program staff recognize the educational needs of children, they do not see these programs as an extension of the academic day. Program reports indicated almost equal emphasis on free play/free choice, structured recreation and structured enrichment.

References

Baden, R.K., Genser, A., Levine, J.A., Seligson, M. (1982). School-Age Child Care: An Action Manual. Dover, MA: Auburn House Publishing Co.

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Clifford, R.M., Wenger, M., Lubeck, S., Gallagher, J.J., Harms, T. (1987). Family needs for child care and early education. Bush Institute for Child and Family Policy, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Latchkey Study Task Force. (1984). Taking action for latchkey children. Charlotte, NC: Council for Children.

Lefstein, L., Lipsitz, J. (1983). 3:00 to 6:00 PM: Programs for Young Adolescents. Chapel Hill: Center for Early Adolescence.

Powers,D., Anderson, P. (1988). An examination of after school care programs in North Carolina public schools. Early Childhood Development and Care, 29(2). (in press.)

ANNOTATED BIBLIOGRAPHY

Introduction to the
Bibliography

Introduction to the Bibliography

This handbook presents the basic steps involved in planning a Before/After School Child Care Program. Since it is impossible to include detailed information in an overview of this kind, we encourage you to make extensive use of the annotated bibliography which follows. While all books listed are well-recommended, there are a few which may be particularly helpful when starting a new program. They are:

School-Age Child Care: An Action Manual
by Baden, et.al.
Half a Childhood: Time for School-Age Child Care
by Bender, et.al.
Day Care for School-Agers
by the Texas Department of Human Resources

We realize that the majority of school-age programs serve children ten years old and younger. However, if you are interested in developing a program for older children we recommend:

3:00 to 6:00 P.M.: Programs for Young Adolescence
by Lefstein and Lipsitz

For your convenience, the bibliography is divided into seven sections: Latchkey Children, Administration and Programming, School-Age Child Development, Activities, Staff Development, Audio-visual Resources, and Journals and Newsletters. Many of these resources can be purchased or ordered through your local bookstore. However some references may not be easily obtained. For this reason, we have included an address list for resources that are not readily available. For assistance in obtaining materials you may want to contact your School-Community Relations Coordinator in your Regional Education Center.

1. Chawla, L., Ed. (Summer 1986, v.3, n.2). Latchkey Children in Their Communities. Children's Environments Quarterly (journal).
This publication provides a collection of articles with specific emphasis on the relation between community environments and children's after school experiences. The first section deals primarily with theoretical and empirical studies related to the latchkey issue. The second set of articles reviews a variety of innovative methods to assist children in self-care situations in the home. To obtain further information, a list of publications and organizations is included.

2. Coolsen, P., Seligson, M. and Garbarino, J. (1985). When School's Out and Nobody's Home. Chicago, IL: National Committee for the Prevention of Child Abuse.
This booklet briefly reports the results of current research concerning children in self-care situations. In addition, it provides an overview of supervised alternatives to self-care and support services communities can provide to aid parents in developing a safe and healthy self-care situation. An appendix lists resources for those interested in developing school-age child care programs.

3. Hatch, R.P. (1983). School-Age Child Care in New York State: Cooperative Strategies for Solving the Problem of Latchkey Children. Albany, NY: New York State Council on Children and Families.
This report to the governor of New York addresses the major issues surrounding school-age child care and offers recommendations to be taken on the state and community levels. Five types of programs are described and critiqued and actual examples of each type are provided.

4. Long, L. and Long, T. (1983). A Handbook for Latchkey Children and Their Parents. New York, NY: Arbor House.
This book summarizes information compiled from over five hundred interviews with latchkey children, their parents and adults who were latchkey children. Various dimensions of the self-care issue, such as fear, loneliness, stress, and safety are given considerable attention. The complexity of this issue is clearly demonstrated through case studies which exemplify both successful and unsuccessful self-care situations. Helpful suggestions are offered to parents to ensure a positive experience for their children.

5. Robinson, B.E., Rowland, B.H., Coleman, M. (1986). Latchkey Kids: Unlocking Doors for Children and Their Families. Lexington, MA: Lexington Books.
The authors take a comprehensive look at the latchkey phenomenon encompassing a thorough review of research, school-age children's developmental needs, relevant suggestions for parents, educators, and researchers, and a description of current policies and programs with suggestions for further action. Excellent appendices include resources for the development of school-age child care programs, as well as an extensive bibliography, listing books for adults and children, assistance organizations, periodicals, audiovisuals and unpublished research reports.

6. Swan, H.L. and Houston, V. (1985). Alone After School. Englewood Cliffs, NJ: Prentice-Hall, Inc.
This book offers step-by-step guidelines to help parents decide if they and their children are ready for self-care. Exercises are provided to prepare and teach children self-care skills. Heavy emphasis is placed on pre-planning and ongoing evaluation.

Administration and Programming

1. Baden, R.K., Genser, A., Levine, J.A., Seligson, M. (1982). School-Age Child Care: An Action Manual. Dover, MA: Auburn House Publishing Co.
   This is the most comprehensive book to date on organizing and operating a school-age child care program. The primary focus is on programs for children ages 5-8. However, the information and suggestions they make apply to programs that serve older elementary students as well. The section on starting a program is geared mainly to community groups or individuals who want to gain support for a school-age child care program. The rest of the book contains valuable information for anyone operating a program. Profiles of programs, an annotated bibliography, a list of resources and appendices containing sample forms and policy guidelines are also included.

2. Bender, J., Flatter, C.H., Schuyler-Hass Elder, B. (1984). Half A Childhood: Time for School-Age Child Care. Nashville, TN: School Age NOTES.
   This book takes a humanistic approach to school-age child care investigating the types of families in need of care, the needs of the children in the program, and the roles of the caregivers. Additional information concerning schedules, designing space, activity suggestions and equipment needs are included.

3. Bender, J., Schuyler-Hass Elder, B., Flatter, C.H., Linville, G.A., Matthews, M.E., Short, R.C. (1975). The Hours Between: Community Response to School-Age Child Care. Baltimore, MD: 4-C Committee, Inc.
   This handbook describes the developmental needs and experiences of the school-age child and provides suggestions for implementing programs, whether in the home, in family day care, or in group day care situations. Selection, orientation and development of staff are also addressed.

4. Cohen, A.J., Esquire. (1984). School-Age Child Care: A Legal Manual for Public School Administrators. Wellesley, MA: Wellesley College Center for Research on Women.
   Although recommended primarily for administrators, this manual could be useful to anyone beginning and operating programs in public schools. The book gives a "general review of legal considerations related to the implementation of school-age child care in the schools." The author includes examples of legislation from several states and covers topics such as school board resolutions, liability, staffing, serving special needs children, and antitrust and unfair competition.

5. Dollar, B. (1974). Learning and Growing Through Tutoring. Boston, MA: National Commission on Resources for Youth.
   Written in case study form, this is a report of one program of Youth Tutoring Youth in a small town outside New York City. Though not presented as a guidebook, it does provide clear descriptions of the successes and failures of one program. Those interested in programming for older adolescents could find the program description valuable.

6. Ellis, S., Ed. (1983). Children as Volunteers. Philadelphia, PA: Energize Associates.
This book describes the many ways young adolescents can use their special skills and abilities as volunteers in the community. Practical suggestions, as well as descriptions of model programs, are presented.

7. Fernandez, H.C. (1980). The Child Advocacy Handbook. New York, NY: Pilgrim Press.
In straightforward language, the author gives basic information to anyone interested in advocating for the rights of children. Chapter topics include: Definition and Background of Child Advocacy, Children's Rights, Characteristics and Skills of a Child Advocate, and Staff, Parents and Children as Advocates. The book includes a list of relevant organizations and resources.

8. Harms, T., Clifford, R.M. (1980). Early Childhood Environmental Rating Scale. New York, NY: Teachers College Press.
The authors of this scale define environment broadly. It includes, use of space, daily schedule, supervision, and materials and experiences provided to enhance childrens' development. The scale is a quick and efficient means of evaluating the quality of an existing environment and offers valuable suggestions for improvement. Some of the material applies to preschools but most of the scale can be adapted easily for school-age programs.

9. Hendon, K., Grace, J., Adams, D., Strupp, A. (1977). The After School Day Care Handbook: How to Start an After School Program for School-Age Children.. Madison, WI: Community Coordinated Child Care (4-C) in Dane County, Inc.
The authors provide clear, step by step guidelines for beginning an after school program. Each step, from checking existing resources to finding space and establishing a program, is given ample attention. Consideration is also given to the needs of children in various age groups and appropriate activities for each. The appendices provide valuable samples of forms, documents and abbreviated case histories of the development of four after school programs in Wisconsin.

10. Lefstein, L. and Lipsitz, J. (1983). 3:00 to 6:00 PM: Programs for Young Adolescents. Chapel Hill, NC: Center for Early Adolescence.
This book presents detailed descriptions of fourteen high quality after school programs that have effectively met the key developmental needs of young adolescents. These programs vary in emphasis, geographic location, and sponsorship. In addition, ten programs are briefly discussed which offer valuable lessons to anyone designing an after school program. This book can serve as a springboard for creative ways to meet the needs of young adolescents.

11. Lefstein, L.M., Kerewsky, W., Medrich, E.A. and Frank, C. (1982). 3:00 to 6:00 PM: Young Adolescents at Home and in the Community. Chapel Hill, NC: Center for Early Adolescence.
This collection of four articles focuses on matching after school programs with young adolescents' needs. Successful programs representing a variety of emphases are reviewed and critiqued. The current status of government policy for youth is presented and specfic action to be taken by youth advocates is suggested. A description of the Children's Time

Study, an investigation of the importance of after school and summer municipal services to children and families, presents interesting results. A valuable resource list is included.

12. Lesser, B. (1982). Youth Group Management: A Multi-Functional Approach. Westport, CT: Technomic Publishing Co.
Written primarily for people working with teenagers, and in textbook form, this volume contains valuable information for people working with pre-adolescents as well. A great deal of helpful information on positive characteristics of personnel working with youth, on encouraging positive interactions with youth, and on drugs and drug abuse among youth, is included. This book would be most helpful as a reference and in preparing staff training materials.

13. Lipsitz, J. (1986). After School: Young Adolescents on Their Own. Chapel Hill, NC: Center for Early Adolescence.
This book addresses the critical need for effective after school programs for young adolescents. Issues are clarified, policy barriers identified, and suggestions for policy initiatives and decision-making strategies are presented. Anyone working with young adolescents will find this book of value.

14. Military Child Care Project. (1980). Creating Environments for School-Age Child Care. Ft. Lewis, WA:
Although developed for military child care, this book is useful to all who are interested in developing or operating quality school-age child care programs. Part One presents ways to organize indoor and outdoor space. A checklist for rating your own environment is included. Part Two focuses on creative ways to use time and materials to aid in school-age children's growth and development. A resource list is included.

15. National Commission on Resources for Youth. (1982). Evaluating Youth Participation: A Guide for Program Operators. Boston, MA: National Commission on Resources for Youth.
The purpose of this publication is to provide information about evaluations and how to use them. The authors include 13 sample evaluation instruments that apply to various aspects of programming, as well as chapters on the basic vocabulary of evaluation. Those who need basic information on evaluating their programs should find this useful.

16. National Commission on Resources for Youth. (1981). New Roles for Early Adolescents in Schools and Community. Boston, MA: National Commission on Resources for Youth.
This publication could be useful for anyone working with early adolescents in any program. Topics discussed include: characteristics of early adolescents, the benefits of youth participation, types of possible programs, as well as case studies of five programs for early adolescents.

17. Prescott, E. and Milich, C. (1974). School's Out! Group Day Care for the School-Age Child. Pacific Oaks, CA: Pacific Oaks College (Prepared for the Office of Child Development, U.S. Department of H.E.W.).
By providing case histories of a variety of programs for the school-age child, this book describes the components that make a quality program. Program options are explored in terms of limits posed by sponsorship - be it public, proprietary or neighborhood.

18. Seaver, J.W. and Cartwright, C.A. (1986). Child Care Administration. Belmont, CA: Wadsworth.
While the information in this book is most applicable for full day child care situations, valuable information for after school programs can be obtained from chapters focusing on program and personnel management, budgets and funding, regulations and legal concerns, as well as working with parents and community. Chapter 8 deals specifically with School-Age Care.

19. Seligson, A., Genser, E., Gannett, W.G. (1983). School-Age Child Care: A Policy Report. Wellesley, MA: Wellesley College Center for Research on Women.
This concise and informative report is addressed to people who can change and initiate policies related to school-age child care programs. Topics include a brief history, research on the effects of school-age child care, the role of the public schools, financing, and regulation.

20. YMCA. (1982). School-Age Child Care. Champaign, IL: YMCA.
This is a large manual designed for programs and staff of the YMCA. There is, nevertheless, much material that can be valuable for all school-age programs. The book contains information on programming with children, administration, staff training, and working with families.

School-Age Child Development

1. Berns, R. (1985). Child, Family & Community. New York, NY: Holt, Rhinehart and Winston.
   This text presents a comprehensive analysis of the many factors which impact on the social development of the child. The affects of family, peers, schools, community, and mass media are explored. Three chapters deal with children with special needs: those who are abused and neglected, handicapped, and cultural minorities.

2. Canfield, J. and Wells, H.C. (1976). 100 Ways to Enhance Self-Esteem in the Classroom. Englewood Cliffs, NJ: Prentice-Hall.
   The purpose of this book is to provide ways to create an open, caring environment to enhance children's self-image. A rich variety of practical exercises are presented which encourage children to see themselves in a more positive way. An extensive appendix includes an annotated bibliography, suggestions for curriculum materials, periodicals, and organizations which may be of value. Although developed with classroom use in mind, the ideas in this resource apply very well to school-age child care programs.

3. Hill, J.P. (1980). Understanding Early Adolescence: A Framework. Chapel Hill, NC: Center for Early Adolescence.
   Theoretical and concise, this small volume relies on a summary of research related to early adolescents. The author briefly discusses the biological, psychological and social changes adolescents experience, as well as the secondary issues of autonomy, achievement, attachment, sexuality, intimacy and identity. The influence of family, school and peers is also examined.

4. Konopka, G. (1985). Young Girls: A Portrait of Adolescence. New York, NY: Harrington Park Press.
   The author states that she "looked into attitudes, actions, hopes and concerns of girls" (p.2). Using a variety of methods: group discussions, written communications, interviews and others, the author probed young girls attitudes on several topics. Chapter headings include: Life Goals, Sexuality, Adults, Friends, Lonliness, Drugs and Alcohol, and Social-Political Concerns. Quotations and poems are interspersed throughout the book. The final chapter summarizes comments and makes suggestions for serving young girls in a variety of settings.

5. McCoy, K. (1982). Coping with Teenage Depression. New York, NY: New American Library.
   A variety of experts offer insights and guidelines to help parents understand the causes and symptoms of teenage depression. Alcohol and drug abuse, pregnancy, rebellion, and suicide are among the topics which are thoroughly addressed. Suggestions for coping and ways to get help are provided. This resource would be helpful to those who are designing or operating school-age child care for early adolescents.

6. Medrich, E., Roizen, J.A., Rubin, V. and Buckley, S. (1982). The Serious Business of Growing Up. Berkeley, CA: University of California Press.
This book reports the results of a five year study investigating the ways sixth graders use their time outside of school. Five categories are identified and discussed: Activities without Adults, Activities with Parents, Chores and Responsibilities, Organized Activities Supervised by Adults and Television Viewing. A comprehensive description of methodology is provided and the survey instruments used in the study are reproduced in the appendix.

7. Rosenzweig, S. (1985). Resources for Youth Workers and Program Planners. Chapel Hill, NC: Center for Early Adolescence.
This annotated bibliography lists numerous references on a variety of topics. They include social trends, public policy, model programs, program development, administration, evaluation, implementation, youth participation, abuse and neglect, and racial, ethnic and gender differences related to young adolescence.

8. Salkind, N.J. and Ambron, S.R. (1987-5th ed.). Child Development. New York, NY: CBS College Publishing.
This text provides concrete applications and illustrations of developmental theories for children from birth to adolescence. Child and family policy issues and information on special children are featured in each chapter. Suggestions for additional readings and observational activities are also included.

9. Terry, S.G., Sorrentino, J. and Flatter, C.H. (1979). Children: Their Growth and Development. New York, NY: McGraw-Hill, Inc.
This textbook explores the physical, social-emotional, and intellectual development of the child from birth to eight years. Tables at the end of the chapters summarize the child's development and give practical suggestions for caregivers. In addition, techniques for observing and interpreting children's behavior are provided. The text is enhanced by attractive photographs and graphics.

10. Tessler, D.J. (1980). Drugs, Kids, and Schools: Practical Strategies for Educators and Other Concerned Adults. Santa Monica, CA: Goodyear.
This author takes a long, hard look at drug use and abuse in the U.S.A. Complete background information on all drugs is provided to aid in understanding and communicating with adolescents. Excerpts of interviews with teens provide valuable insights. Practical suggestions for developing drug education programs are outlined. The appendix supplies hundreds of additional resources and references. This candid, comprehensive guidebook is an excellent resource for anyone involved with adolescents.

11. Williams, J.W., and Stith, M. (1974). Middle Childhood: Behavior and Development. New York, NY: MacMillan Publishing Co.
This book offers information about children ages 5-12. Chapter topics include a discussion of different cultures and sub-cultures, the family, school, peer influences, physical growth, personality and emotions, moral and religious development, and guidance of children. Easy to read with information and concepts with which school-age child care staff should be familiar.

1. Allison, L. (1975). The Reasons for Seasons. Covelo, CA: Yolla Bolly Press.
A wealth of stories, ideas, and activities in this book revolve around the seasons and their effect on the earth. Older elementary children will be able to use this book by themselves, while younger children may need some adult assistance.

2. Allison, L. (1981). Trash Artists Workshop. Belmont, CA: David S. Lake Publishers.
This book presents a variety of activities that incorporate the use of "junk" and scrounged items. The instructions are clearly written and illustrated. The activities require a range of ability. The author includes a list of materials to use, a guide to places to search for "throw-aways" and a bibliography.

3. Berstein, B. and Blair, L. (1982). Native American Crafts Workshop. Belmont, CA: Pittman Learning, Inc.
This book integrates information highlighting Native American culture and practices with challenging and interesting ideas for crafts activities. Suggestions for cooking, games, musical instruments, ceremonial crafts, and crafts for everyday use are included. Some planning and assistance on the part of the adult is necessary for some of the activities.

4. Blau, R., Brady, E.H., Bucher, I., Hiteshaw, B., Zavitkovsky, A., Zavitkovsky, D. (1977). Activities for School-Age Child Care. Washington D.C.: National Association for the Education of Young Children.
This is a basic guide to scheduling and activities. Chapters include: Daily Activities and Schedules, Active Play, Arts and Crafts, Blocks, Dramatic Play, Puppets, Music and Dance and many others. Each chapter contains a bibliography for additional suggestions.

5. Borba, M. and Borba, C. (1978). Self-Esteem: A Classroom Affair. Minneapolis, MN: Winston Press.
Based on the belief that a positive self-image is essential to a child's educational success, the authors have compiled field-tested exercises employing a variety of techniques such as writing, role playing, and activity centers, to meet this goal. These exercises can easily be adapted for use with academic subjects, as well as after school programs. Reproduceable pages for some activities are included.

6. Borba, M. and Borba, C. (1982). Self-Esteem: A Classroom Affair, Volume 2. San Francisco, CA: Harper and Row.
This edition provides more theoretical and research-based information on the importance of high self-esteem. The potential and importance of the teacher's role in affecting the child's self-image is also stressed. Special attention is given to relationships with friends. More activity suggestions are provided, especially reproduceable "handouts" and product-oriented activities.

7. Caney, S. (1978). Kids America. New York, NY: Workman Publishing.
All of the activities in this book in some way reflect the social history of America. Background information sets the stage for each chapter which may involve American Homes, Eating, Gardens or Geneology. Each section offers clear, easy to follow instructions for a variety of games, recipes, crafts and toys. Materials needed can be found in the home.

8. Cole, A., Haas, C., Heller, E., Weinberger, B. (1978). Children Are Children Are Children: An Activity Approach to Exploring Brazil, France, Iran, Japan, Nigeria, and the U.S.S.R.. Boston, MA: Little, Brown & Co.
This book presents games, music, crafts, foods, and customs for children to learn and experience. The activities are as authentic as possible and well-suited to children's interests and abilities. This is a good resource as a unit on foreign countries or for ideas throughout the year.

9. Fluegelman, A., Ed. (1976). The New Games Book. San Francisco, CA.: The Headlands Press, Inc.
Few limitations are placed on the players of these games. People of all ages, sizes and levels of ability can participate in the fun. Games are categorized from moderate to very active and can be used by two players, a dozen, two dozen or more. Materials needed are fairly easy to obtain or can be made. Guidelines for creating a new games tournament are also provided. More New Games, published in 1981, continues the tradition of playful, creative game suggestions from the New Games Foundation.

10. Forte, I. and Frank, M. (1982). Puddles and Wings and Grapevine Swings: Things To Do With Nature's Treasures. Nashville, TN: Incentive Publications.
This book offers a wide range of nature-related activities for all ages. Each activity has well-written instructions with "What to Use" and "What to Do" sections. Chapter titles include: Hurrah for Sticks and Stones, Hurrah for Open Spaces, Hurrah for Things that Grow, Hurrah for Daytime and Nightime Skies, and Hurrah for City Sidewalks. A short annotated bibliography is included.

11. Frank, M. (1976). I Can Make A Rainbow: Things to Create and Do...For Children and Their Grown-up Friends. Nashville, TN: Incentive Publications.
This is a large book of activities for children of all ages. Instructions are clearly written and materials needed are highlighted for each activity. Suggestions include drawing, working with paper, printing and painting, working with cloth, yarn and string, carving, molding and sculpting, and cooking. A bibliography of additional activity books is included.

12. Gregson, B. (1982). The Incredible Indoor Games Book. Belmont, CA: David S. Lake Publishers.
This book contains 160 group projects, games, and activities including theater games, brain teasers, action games, food sculpture, papercrafts, and rhythm games. Instructions are clearly written. For each activity the author lists materials needed, room arrangement, and amount of time needed to complete the activity and directions.

13. Gregson, B. (1984). The Outrageous Outdoor Games Book. Belmont, CA: David S. Lake Publishers.
One hundred and thirty-three projects, games and activities are offered. These include activities that use the sun's movement, rays and shadows, the snow, the wind, and the sky. Some activities require wide, open spaces, others can be more limited. Instructions are clearly written. A list of equipment needed, space needed and the amount of time each activity would probably take are included.

14. Haas, C.B. (1980). The Big Book of Recipes for Fun. Northfield, IL: cbh Publishing, Inc.
This book presents a wide range of activities from simple arts and crafts to music and rhythm, and weighing and measuring. Activities are age-sequenced for preschoolers through sixth-graders and utilize materials that are readily available. In some cases, adult supervision and planning are recommended.

15. Harelson, R. (1979). Amazing Days. New York, NY: Workman Publishing.
This book offers a tremendous variety of activities, including crafts ideas, games, jokes, puzzles, recipes, and historical facts for each day of the year. It can be used as a diary, a scrapbook, a calendar or just for ideas for rainy days. Adults can use this as a resource or the book can be used by children independently.

16. Lorton, M.B. (1972). Workjobs. Menlo Park, CA: Addison-Wesley Publishing Co.
Workjobs is a collection of manipulative learning tasks designed to develop language and math skills. Ideally, it can be used as part of an individualized curriculum for preschool through early elementary grades. The activities described would be appropriate for some children in school-age child care programs.

17. Orlick, T. (1978). The Cooperative Sports and Games Book: Challenge without Competition. New York, NY: Pantheon.
Based on the belief that cooperative games can provide challenge, stimulation, and a more positive self-concept, the author has compiled a rich selection of non-competitive games. There are two sections, one for 3-7 year olds and the other for 8-12 year olds. Each division includes simple, enjoyable games progressing in level of difficulty and activity. Expenditures for equipment are kept to a minimal level. Games from other cultures and ways to create your own games are included as well.

18. Simmons, B.J. amd Hogue, J., Eds. (1985). Idea Sparkers. Wheaton, MD: Association for Childhood Education International.
This collection of 122 activities was contributed by educators throughout the country. Designed to supplement curriculum, the suggestions encompass a wide range of subjects spanning all grade levels. Topic and subject indices are provided for easy access to a particular area.

19. Texas Department of Human Resources. (1977). Day Care for School-Agers. Austin, TX: Texas Department of Human Resources.
A comprehensive guide to programming and resources, chapter topics include: games, homemade toys and props, developing the environment, physical skills, cooking, science and nature, arts and crafts, music, dramatic play, special interests of the older child, routines and management, and equipment and supplies. Each chapter concludes with a bibliography.

20. Veitch, B. and Harms, T. (1981). Cook and Learn. Menlo Park, CA: Addison-Wesley Innovative Division.
Designed especially for use by children, this cookbook contains over 150 recipes and variations. The recipes are presented pictorially and are designed to make single portions. Recipes for foods from various cultures are included. In addition, the authors suggest using cooking to learn about mathematical concepts and to encourage oral and written communication.

1. Canter, L. and Canter M. (1976). Assertive Discipline: A Take Charge Approach for Today's Educator. Santa Monica, CA: Canter and Associates.
   The basis for this book is an approach called Assertion Training. It offers a sytematic way to establish more effective classroom management by recognizing your response style, clarifying your wants and needs, and developing techniques for setting and enforcing limits in the classroom. Teachers having difficulty in managing children's behavior may find this technique useful. Since no attention is given to understanding why children misbehave, this book and the method it describes must be combined with other resources which assure the provision of an appropriate, challenging environment for school-agers, in which the method can best be used.

2. Coleman, A., Hiles, K. and Walker, B. Child Abuse and Neglect Training Module for Child Day Care Personnel. Raleigh, NC: North Carolina Department of Human Resources.
   This training manual was developed as a tool to be used by center directors as a part of inservice training. It is concise and clearly written and includes information on recognizing symptoms of child abuse and neglect, reporting suspected cases, and an explanation of what happens when a report is made. Additional pamphlets with pertinent information are included as well as a list of audio-visual resources.

3. Coletta, A.J. (1977). Working Together: A Guide to Parent Involvement. Atlanta, GA: Humanics.
   This book, written for teachers in any school situation, distinguishes the idea of parent awareness from parent education. All aspects of developing a successful parent involvement program are thoroughly discussed. Many of the suggestions can easily be adapted to an after school program. The appendices provide resources to aid in effective parent/teacher communication.

4. Council for Children. (1986). School-Age Child Care Training Package. Charlotte, NC: Council for Children.
   This workbook provides a course of study for school-age child care staff. It emphasizes understanding the needs of the school-age child to provide a supportive and stimulating after school environment. The book is divided into four modules: the school-age child, the school-age child care leader, the family, and the administrator. Each module includes a sequence of study, discussion and activity assignments.

5. Croft, D.J. (1973). Parents and Teachers: A Resource Book for Home, School & Community Relations. Belmont, CA: Wadsworth.
   This comprehensive resource book offers valuable, practical ideas for enhancing communication between parents and teachers. Suggestions of ways to deal with common parental concerns are included. A wealth of material, focusing mainly on evaluation of program, children, teachers and parents, is provided in the appendix.

6. Freeman, L. (1983). A Kid's Guide to First Aid. Seattle, WA: Parenting Press.
This booklet, geared for children 4-12 years old, provides basic information on how to deal with fourteen common emergency situations. The text is easy to read and the illustrations aid in the child's understanding. Adults are encouraged to role-play the various situations with the children in order to enhance their memory.

7. Gordon, T. with Burch, N. (1974). Teacher Effectiveness Training. New York, NY: Peter H. Wyden.
The focus of this book is on improving the quality of teacher-learner relationships. The communication skills and methods of conflict resolution which are presented are sensible and realistic, based on typical situations which arise in the classroom. It is easy to read and implement. A similar approach to enhancing the quality of parent-child relationships is offered in Parent Effectiveness Training, published in 1970.

8. Green, M.I. (1977). A Sigh of Relief. New York, NY: Bantam Books.
This first aid handbook for parents and child caregivers is conveniently divided into two sections. The first section focuses on prevention, providing numerous safety tips for the home, school, and outdoor play activities. The second section deals with immediate treatment of emergency situations. The unusual format, which includes an indexing system on the back cover, large type, and clear graphics, allows for quick access to needed information.

9. Kreidler, W.J. (1984). Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom, K-6. Glenview, IL: Scott, Foresman and Company.
This book offers a practical approach to resolving conflicts between children, and between children and adults. Exercises are designed to aid in exploring attitudes, experiences, and resolution styles related to conflict. Additional techniques are included to increase understanding of conflicts and peace-making skills, and to help build a sense of classroom community. These ideas can be used effectively in any group situation.

10. Tower, C.C. (1984). Child Abuse and Neglect: A Teacher's Handbook for Detection, Reporting and Classroom Management.. Washington, D.C.: National Education Association.
This book clearly presents basic information on how to recognize child abuse or neglect, ways to validate suspected cases, how to report these cases, and the legal implications for the reporter. General descriptions of abusive parents are provided. Suggestions for helping the abused or neglected child and his family are offered. An extensive appendix summarizes key points in the text and provides state by state information concerning who is required to make reports, the procedure involved, and where to obtain further information, in addition to listing other helpful resources.

Audiovisual Resources

1. AV Production Department. (1986). The After School Enrichment Program. Charlotte, NC: Charlotte-Mecklenburg Schools.
   A variety of ways to enrich an after school program are presented here. This video shows how one school system has developed a base of community support to provide services, special classes and presentations for the children. This video can motivate anyone involved in school-age child care to provide a program which offers more than free play.(Videotape)9.min.

2. Council for Children. (1986). SACC Demonstration Manual. Charlotte, NC: Council for Children.
   The purpose of this presentation was to encourage consistency among various types of school-age child care programs that were participating in the School-Age Child Care Demonstration Project. Types of arrangements that are considered include extended day programs in the schools, recreation programs, day care centers, family day care homes, care by relatives, and self-care. The video stresses the importance of considering the needs and interests of the children when planning programs, regardless of the setting.(Videotape)10.min.

3. Hill, H. & Crites, M. (1986). The Agelink Connection. Cullowhee, NC: Center for Improving Mountain Living.
   This video gives an overview of the Agelink program in an interesting and concise presentation. It provides information about the purposes of the program, its origin, its four facets, and techniques for implementation. This is a valuable tool for any group interested in incorporating an Agelink component into a program for school-age child care.(Videotape)11.min.

4. Osteen, B., and Peterson, M. (1979). Day Care for School-Aged Children: Summer. Chapel Hill, NC: DC/TATS, Frank Porter Graham Child Development Center, 500 NCNB Plaza, Chapel Hill, NC 27514.
   Intended as a follow-up to "Day Care for School-Age Children: Considerations, Choices, Characteristics," this presentation contains additional information for developing summer programs and activities. Topics include: 1) defining and starting a summer program, 2) staff selection and training, 3) creating a schedule of activities, 4) types of activities, and 5) necessary materials. An accompanying guide includes the script, discussion questions, and a bibliography.(Slide/Tape)

5. Texas Department of Human Services. (1977). School-Age Day Care. Austin, TX: Texas Dept. of Human Services, P.O. Box 2690, Austin, TX 78769.
   The complete program consists of 28 brief slide sets and a guide. Sets can be ordered individually and include a variety of topics including parent involvement, school-agers' viewpoints, volunteers, field trips, community resources, and descriptions of several different types of activities. These slides could be useful for building community support and for staff development.(Slides)3-6.min.

6. Valand, M., Osteen, B., Peterson, M. (Writers). (1978). Day Care for School-Aged Children: Considerations, Choices, Characteristics. Chapel Hill, NC: Day Care Technical Assistance and Training System, Frank Porter Graham Child Development Center, 500 NCNB Plaza, Chapel Hill, 27514. Designed to be an introduction to school-age child care, this informative presentation covers several major topics: 1)the reasons school-age programs should be provided, 2) types of programs and their strengths and weaknesses, 3) starting a program, 4) developmental needs of school-age children, and 5) ways in which programs respond to these needs. An accompanying guide includes the script, discussion questions and a bibliography.(Slide/Tape)

JOURNALS/NEWSLETTERS

1. Child Care Information Exchange
   P.O. Box 2890
   Redmond, WA 98073
   (206) 883-9394

2. Children's Environments Quarterly
   Center for Human Environments
   The Graduate Center, The City University of New York
   33 West 42nd Street
   New York, NY 10036

3. School-Age NOTES
   P.O. Box 120674
   Nashville, TN 37212

4. School-Age Child Care Newsletter
   School-Age Child Care Project,
   Center for Research on Women, Wellesley College
   Wellesley, MA 02181

5. Texas Child Care Quarterly
   510 S. Congress, Suite 122
   Austin, TX 78704

6. Young Children
   National Association for the Education of Young Children
   1834 Conneticut Ave. N.W.
   Wahington, D.C. 20009-5786

RESOURCE ADDRESSES

1. After School Day Care Association, Inc.
   3200 Monroe St.
   Madison, WI 53711

2. Association for Childhood Education International
   11141 Georgia Ave., Suite 200
   Wheaton, MD 20902

3. Center for Early Adolescence
   University of North Carolina at Chapel Hill
   Suite 223, Carr Mill Mall
   Carrboro, NC 27510
   (919) 966-1148

4. Child Care Action Campaign
   99 Hudson St., Room 1233
   New York, NY 10013

5. Child Day Care Section
   Division of Facility Services
   701 Barbour Dr.
   Raleigh, NC 27603-7961
   (919) 733-4801

6. Community Coordinated Child Care (4-C) in Dane County, Inc.
   3200 Monroe St.
   Madison, WI 53711
   (608) 238-7338

7. Council for Children
   229 S. Brevard St., Suite 202
   Charlotte, NC 28202
   (704) 372-7961

8. Energize Associates
   5450 Wissahickon Ave.
   Philadelphia, PA 19144

9. Institute for School-Age Child Care
   Community College of Baltimore/Harbor Campus
   Lombard Street at Market Place
   Baltimore, MD 21202

10. National Association for the Education of Young Children
    1834 Conneticut Ave. N.W.
    Washington, D.C. 20009
    (800) 424-2460

11. National Commission on Resources for Youth, Inc.
    605 Commonwealth Ave.
    Boston, MA 02215

12. National Committee for Prevention of Child Abuse
    332 South Michigan Ave., Suite 950
    Chicago, IL 60604-4357
    (312) 663-3520

13. National School Volunteer Program
    701 N. Fairfax St., Suite 320
    Alexandria, VA 22314

14. New York State Council on Children and Families
    Mayor Erastus Corning, 2nd Tower Building
    28th Floor, Empire State Building
    Albany, NY 12223

15. School-Age Child Care Project
    Wellesley College Center for Research on Women
    Wellesley, MA 02181

16. Texas Department of Human Services
    Distribution Coordinator
    Media Services Division 151-E
    P.O. Box 2960
    Austin, TX 78769

17. YMCA Program Store
    Box 5077
    Champaign, IL 61820
    (217) 351-5077

APPENDICES

Introduction to the Appendices

The materials included in the appendices of this handbook are samples of only a few ways in which programs have developed written supportive materials. These samples were taken from materials sent to us by steering committee members and by programs responding to the statewide survey on school-age child care conducted in the summer of 1987. Many other programs not represented here have developed useful materials that you may find helpful. Be sure to contact staff of several programs to develop the materials that will best meet your program's needs.

Appendix A Sample Needs Assessments
Appendix B Sample Philosophy and Goals
Appendix C Sample Table of Contents for Operational Policies
Appendix D Sample Budget Categories
Appendix E Sample Daily Schedules
Appendix F Sample Table of Contents for Parent Handbook

Appendix A
Sample Needs Assessment

Cabarrus County Schools:

CABARRUS COUNTY SCHOOLS
ELEMENTARY EXTENDED DAY PROGRAM SURVEY*
PLEASE RETURN THIS SURVEY TO YOUR SCHOOL TOMORROW

PLEASE SUBMIT ONLY ONE QUESTIONNAIRE PER FAMILY

1. How many children in your home are in grades K-6? _____

2. List the grade each child is in (K-6) ____ ____ ____ ____

3. How many parents in your household work outside the home?
   1 parent _____ 2 parents _____
   Are you a single parent household?
   Yes _____ No _____

4. Does your child go to a day care center or other organized program?
   Yes _____ No _____

5. If an organized and supervised after school care program was started in the area of your child's school, would you take advantage of it?

   _____

6. If you answered yes to number 5, when would you be interested in starting your child in this program?

   _____

   If yes, would you take advantage of such a service at a maximum cost of:

5 days per week	3 days per week (minimum)
$80 per month per child	$48-one child per month
$72 per month second child	$40-second child per month
$66 per month third child	$34-third child per month

   Yes _____ No _____

   (There would also be a $15.00 non-refundable registration fee each year.)

7. Would you like an application for the Extended Day Program?
   Yes _____ No _____

8. If you have any ideas or suggestions about after school programs for your child(ren), please elaborate:

   _____

NAME _____
ADDRESS _____
SCHOOL _____

If you have further questions, please contact the Cabarrus County Schools Administrative Office at 786-6191.

*This survey is for fact gathering, and does not necessarily mean every school will have a program.

Chapel Hill-Carrboro City Schools:

After-School Day Care for Special Needs Children

Please answer the questions below and return by April 17, 1987 to the Community Schools Office at Lincoln Center-Merritt Mill Road, Chapel Hill, NC 27514. If you have questions related to the survey, call Cindy Wheeler at 967-8211, ext. 243. All responses will be treated confidentially.

1a. Are you currently making arrangements for after-school care for your elementary school-aged child/children on a regular basis?

____ Yes 5 days/week
____ Yes less than 5 days/week
____ No

1b. I yes, would you consider or prefer an after-school or part-time child care program of recreational/educational activities as opposed to your present child care arrangements?

____ Yes, consider
____ Yes, prefer
____ No

1c. Would you take advantage of such a program even though you do not have the need for after-school child care?

____ Yes ____ No

1d. Do you anticipate having this need within the next 5 years?

____ Yes ____ No

2. If a well conceived, quality special needs after-school child care program were initiated in the Chapel Hill-Carrboro City Schools, it would be self supporting and offered on a fee basis. Would you be willing to pay for the participation of your child in the program?

3. Please indicate how important each of the following features would be in deciding whether to use an after-school child care program.

very important somewhat important not important

a. Cost_____
b. Transportation_____
c. Special Needs_____
d. Types of Activities_____
e. Coverage on School Holidays_____
f. Other_____

4. The following is a list of activities frequently offered in after-school programs. Please put a check next to the activities you would most like to see offered in a special needs after-school program.

____ Arts/Crafts
____ Music
____ Drama
____ Sports/Recreational Activities
____ Field Trips
____ Computer Center (not currently available)
____ Other
____ Reading Story Telling
____ Cooking
____ Woodworking
____ Recreational Swimming

Suggestions_____

_____

5. I ___would/___would not be available to participate as a parent volunteer in the after-school child care program.

Please use the back of this form for any suggestions or to comment on further needs/problems not addressed by this questionnaire. If you would like to be contacted with more information if and when a program is developed, fill in your name and address below.

Thank you for your cooperation.

Name _____ Phone # (h) _____

Address_____ Phone # (w) _____

_____

School District_____

From Wake County Public Elementary and Middle Schools PTA:

Extended Day Needs Survey

Your Child(ren)'s Grade Level(s)_____

How Many Children Do You Have in Grades K-5?_____

How Many Children Do You Have in Grades 6-8?_____

School Name_____

Does School Have Extended Day Program?_____

If Extended Day, Do Your Child(ren) Participate?_____

If School Does Not Have Extended Day, Would Your Child(ren) Participate If an Extended Day Program Were Available?_____

_____

Additional Comments_____
_____
_____

Thank you for your assistance.

Please fill out the survey and return by Tuesday, February 26, 1986.

The Extended Day Needs Assessment Committee feels that this survey will provide information which will assist in the formation of additional programs at our schools.

Thank you for your time and cooperation.

Camden County Schools:

SURVEY

Please complete the following survey and return to your child's school by March 22, 1987.

	Yes	No
1. Do you think there is a need for an after school care program in Camden County?	____	____
2. If a need for an after school care program is established, would you want to have your child participate in the program?	____	____

3. If yes, what is the name(s), grade(s), and age(s) of the student(s) you would wish to have participate?

	Name	Grade	Age
a.			
b.			
c.			
d.			

4. If you participate, how late would you need the program to stay open?
____4:30 p.m.____5:00 p.m.____6:00 p.m.____Other

5. Would you be willing to commit to the program on a monthly basis?	____	____
6. If your child participates, would you wish to have a person available to assist with homework assignments?	____	____

7. List any other afternoon activities you would like to have provided.

8. If you have any problems, concerns or questions, please state them in the space provided below.

_____ Parent's Signature

_____ Telephone Number

Appendix B
Sample Philosophy and Goals

Charlotte-Mecklenburg After School Enrichment Program:
Philosophy

The ASEP was established in 1985 for K-6 children whose parents work and need supervision for their children beyond the regular school day. The program acts as a transition time between the regular school day and home. It offers a safe, nurturing and enriching environment. The atmosphere is relaxed, choices of activities are available, and ground rules are followed. Special interests of the children are addressed (Chess Club, Computer Club, gymnastics, Girl Scouts, Boy Scouts, folk dancing, double dutch jump rope). There is time for talking with friends, playing a board game, many physical/recreational opportunities, or sitting quietly listening to a story. Homework sessions are supervised and a snack is provided.

Clinton City After School Program:
Purpose

The After-School Care Program is designed to provide the opportunity for every child to develop his/her maximum mental, physical, and social potentialities. The program will provide a safe environment, additional learning opportunities, and just plain fun for children who need care after school while parents work.

Cabarrus County After School Program:
Statement of Purpose

The purpose of the program is to provide after-school child care for children in grades K-6, enrolled in the local school system.
The program will consist of supervised enrichment and recreational activities suitable to the appropriate age groups.

Appendix C
Sample Table of Contents for Operational Policies

Cabarrus County After School Program:
"Guidelines for Operating After School Extended Day Program"

I. Introduction

II. Operational Policies
- A. Statement of Purpose
- B. Program Description
- C. Special Programs and Community Use of Resources
- D. The Hours and Days of Operation
- E. Developmental Limitations of Children Served
- F. Procedures for Safe Arrival and Departure of Children Served
- G. Transportation, For Field Trips Only
- H. Fees and Procedures for Payment
- I. Withdrawal from the Program
- J. Procedures for Obtaining Enrollment Information
- K. Insurance Information
- L. Distribution of Operational Policies

III. Health and Safety Policies (Children)
- A. Enrollment
- B. Illness of Children
- C. Readmission Following Illness
- D. When a Child Needs Medication Administered
- E. Accidental Injury or Emergency Health Problem
- F. Health Consultant
- G. Contagious Diseases
- H. Procedures for Reporting Suspected Child Abuse and/or Neglect
- I. Special Circumstances Checklist for Safety Precautions

IV. Behavior Management Policies

V. Budgeting and Financial Management
- A. Procedures for Receiving and Expenditures of Funds and Maintenance of Records

VI. Personnel Policies
- A. Job Descriptions for Lead Teacher and Teacher Aide
- B. Equal Employment of Opportunities, Recruitment, Assignments, Orientation, Health Certificates, Evaluation, and Grievance procedure
  - Equal Employment Opportunities, Personnel
  - Employment, Retention, Advancement
  - Recruitment: Announcement within the System
  - Assignment, Reassignment, and Transfer
  - Orientation
  - Evaluation
  - Health Examination Certificate
  - Day Care Health Questionnaire
  - Grievance Policy for Cabarrus County Schools
  - Statement of Grievance, Forms I and II
- C. Procedures forr Obtaining Substitute Caregivers
- D. Employment Schedules
- E. Wage Scales and Pay Increases
- F. Staff Development
- G. Daily Rest Breaks
- H. Reimbursable Job Related Expenses

VII. Maintenance of Records

Chapel Hill-Carrboro City Schools After School/Summer Day Program:
"Personnel Policy and Procedures"

I. Job Descriptions
   A. Lead Teacher
   B. Teacher's Aide

II. Equal Employment Opportunities

III. Recruitment

IV. Contracts

V. Assignments, Reassignments, Transfer

VI. Orientation

VII. Health Certificates

VIII. Evaluation

IX. Grievance Procedure

X. Separation of Personnel

XI. Procedures for Obtaining Substitute Caregiver

XII. Employment Schedules

XIII. Wage Scales/Pay Increases

XIV. Staff Development

XV. Leave Time

XVI. Provisions for Daily Rest Break

XVII. Reimbursable Job Related Expenses

XIX. Financial/Budget Management

XX. Field Trip Request

XXI. Summer Fee Schedule

XXII. Behavior Management Policy

XXIII. Emergency Medical Policy Procedures
   A. Medical Emergencies
   B. Non-Medical Emergencies
   C. Accident Report
   D. Evacuation Plan/Fire Drill
   E. Permission to Give Medicine

XXIV. Administrative
   A. Personnel Forms
   B. Children's Enrollment Forms
   C. Program Information
   D. Miscellaneous

Appendix D
Sample Budget Categories

Sample #1
Salary - Teachers
Salary - Aides
Supplemenatry Pay
Workshop Expenses
Travel
Instructional Supplies
Supplies and Materials
Purchase of Equipment
Miscellaneous
Employer Social Security Cost
Employer Retirement Cost
Employer Hospitalization

Sample #2
Personnel:
- Salaries (Coordinator, Teachers, Aides, Maintenance)
- Fringe (Social Security, Hospitalization)
- Substitutes

Supplies:
- Equipment/Furnishings
- Instructional Supplies (art materials, games, books, etc.)
- Food
- Office Supplies
- Maintenance Supplies

Other Expenses:
- Telephone
- Insurance
- Staff Training
- Clerical
- Utilities (electricity, water)
- Publicity/Advertising
- Licensing
- Audit

Appendix E
Sample Daily Schedules

Cabarrus County Afterschool Program:

2:15-2:45	Homework and Tutoring
2:45-3:15	Free Choice Activity Time: Children can choose from the following: Creative art, language development and reading, manipulative games, music, dramatic play, science
3:15-3:30	Snacks
3:30-4:00	Outside Free Play
4:00-4:15	Quiet Time
4:15-5:00	Enrichment Time: Arts and crafts, gymnastics, dramatics, puppet shows, cooking, special guests, sign language, movies and other special activities are offered at this time.
5:00-5:45	Free Choice Activity Time
5:45-6:00	Clean-Up
6:00	Pick-Up

Henderson County Schools P.M. Program:

3:00	Arrival From Classes to PSPM Center Students Place Books and Personal Belongings in Designated Area Attendance Check
3:10	Snack-Time in Cafeteria Juice or Fruit, Milk, Protein OR Bread (Menu Prepared by School Food Service) Clean-Up
3:25	Recreation Time (Gross Motor Activities) Outdoors (Weather Permitting) or Gymnasiun or Multipurpose Room -Guided, Supervised Free Play -Choice Physical-Recreational Activities
4:00	Special Activity Time (Fun Things to Do and Learn!) -Music, Art, Drama, Dance, Games, Guests, Club Meetings, and More
4:50	Story Time
5:10	Quiet Time for -Homework (PSPM Staff Will Encourage!) -Reading Library Books and Magazines -Writing and Coloring
6:00	PSPM Closes

Appendix F
Sample Table of Contents for Parent Handbook

Cabarrus County After School Extended Day Program

I. Introduction

II. Operational Policies
- A. Statement of Purpose
- B. Program Description
- C. Special Programs and Community Use of Resources
- D. The Hours and Days of Operation
- E. Developmental Limitations of Children Served
- F. Procedures for Safe Arrival and Departure of Children Served
- G. Transportation, For Field Trips Only
- H. Fees and Procedures for Payment
- I. Withdrawal from the Program
- J. Procedures for Obtaining Enrollment Information
- K. Insurance Information
- L. Distribution of Operational Policies

III. Health and Safety Policies (Children)
- A. Enrollment
- B. Illness of Children
- C. Readmission Following Illness
- D. When a Child Needs Medication Administered by the Center, The Parent Must:
- E. Accidental Injury or Emergency Health Problem
- F. Health Consultant
- G. Contagious Diseases
- H. Procedures for Reporting Suspected Child Abuse Neglect
- I. Special Circumstances
  Checklist for Safety Precautions

IV. Behavior Management Policies

Chapel Hill-Carrboro City Schools After School and Summer Child Care Programs:

I. Introduction

II. Operational Policies
- A. Statement of Purpose
- B. Program Description
- C. Special Programs and Community Use of Resources
- D. The Hours and Days of Operation
- E. Procedures for Safe Arrival and Departure of Children Served
- F. Parent Participation
- G. Transportation, For Field Trips

III. Fees and Procedures of Payment

IV. Withdrawal from the Program

V. Procedures for Obtaining Enrollment Information

VI. Distribution of Operational Policies

VII. Procedures for Obtaining Substitute Care Givers

VIII. Health and Safety
- A. Illness of Children
- B. Readmission Following Illness
- C. Administering Medication
- D. Contagious Diseases
- E. Health Consultant
- F. Procedures for Reporting Suspected Child Abuse/Neglect
- G. Checklist for Safety Precautions
- H. Behavior Management Policies
- I. Emergency Medical Procedures